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ABSTRACT

This "minimum teaching essentials" bulletin presents the minimum in basic skills and knowledge which must be taught to New York City high school students in the subject areas of economics and American studies. Each subject area contains a content outline and a list of performance objectives. A section on work study skills for students is also included. (APM)

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MINIMUM LEARNING ESSENTIALS

Social Studies

Economics American Studies Global History

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Foreword

High schools throughout the City of New York offer a wide range of enrichment and specialized courses to meet the needs of their students. Courses, both basic and specialized, vary from class to class, depending on the combination of challenge and creativity of the individuals involved. Within this rich variety, there is a need to establish minimum standards based on performance objectives within a subject area which can be used citywide to validate course content and student performance This experimental series, Minimum Learning Essentials, has been developed to help teachers and supervisors identify the skills and knowledge which students in Grades 9-12 must acquire. The Minimum Learning Essentials, described here in a framework of performance objectives, represents the core of skills and knowledge students must acquire no matter where the course is taken.

The importance of this instructional framework is underscored by the need for increased articulation between and within departments in junior high schools and in high schools, and the rate of pupil mobility in our city.

It is our intention to extend the concept of Minimum Learning Essentials to all subject areas. The first series comprises the following:

ENGLISH/COMMUNICATION ARTS, Grades 9-12
Eight semesters emphasizing:

- Listening and Speaking
- Literature and Reading
- Writing, including Writing Conventions

MATHEMATICS

- Fundamentals of Mathematics (Grade 9)
- Algebra
- Geometry

SCIENCE

General Science (Grade 9)
Biology
Chemistry
Physics
Earth Science

SOCIAL STUDIES

American Studies
Economics
Global History

As teachers and supervisors test the performance objectives in the coming year, it is vital that they evaluate these objectives for scope and appropriateness. Minimun Learning Essentials is experimental; feedback from teachers and supervisors using these materials is crucial to their future development.

Our society requires increasing skills and competencies of its citizens; the response of the educational community must be to develop the best possible standards for identifying and evaluating what we demand of our students. We can offer no less.

Charlotte Frank,
Executive Director

How to Use This Bulletin

Minimum Learning Essentials is a set of suggested instructional objectives for high school social studies. These instructional objectives are stated in terms of student performance. Written in a basic, elemental fashion, these objectives are designed to be tailored by individual teachers to meet their own instructional needs.

It is important to know:

a. what is meant by a performance objective;
b. how performance objectives relate to traditional instruction, i.e., to the developmental lesson; and
c. What options are available to teachers in shaping performance objectives.

The following distillation of principles and procedures for the development and use of performance objectives will help teachers and supervisors develop and use performance objectives in the social studies curriculum.

Performance Objectives: A Definition

As used here, the term performance objective* describes what a student is expected to know or do. It defines precisely what knowledge, understanding, and skills the student will learn and demonstrate. In general, these objectives are stated at a simple degree of specificity and do not pretend to detail the conditions under which the learning is demonstrated nor the criteria for evaluating success. In spite of this simple degree of specificity (see chart, p. viii), these objectives serve two purposes.

1. They provide an emphasis on student performance (i.e., what it is the student is expected to do).

2. They serve as a starting point for the development of more intricate, complex, and detailed performance objectives.

* Readers familiar with the performance objectives movement will recognize the contributions of Benjamin Bloom and Robert Mager in the ensuing discussion. A more detailed treatment of these substantive issues and their effect on the New York City school system is presented in Performance Objectives, experimental edition available from the Division of Curriculum and Instruction. This brief discussion is offered to help teachers and supervisors get started working out their own performance objectives.

Performance objectives, then, always address themselves not to teacher behavior, but to student behavior. They are defined as: the terminal behavior on the part of students which is the intended result of the instructional activity. They may be stated at low or high degrees of specificity.

Performance Objectives and Traditional Instruction

Objectives in terms of student performance are not new to traditional instruction. In a developmental lesson, for example, the aims of the lesson (and frequently the ancillary aims) address themselves to student performance....but not always and not consistently. Thus, a good point of departure for incorporating performance objectives into traditional instruction is the analysis of developmental lesson plans. Teachers will find that performance objectives may be utilized as aims, ancillary aims, student aims, medial summaries, and even as suggested follow-up and enrichment activities, without harming the integrity of the traditional lesson plan format. Their incorporation therein will have the effect of giving greater play to student results and learning competencies with the motivation, pivotal questions, and evaluation more precisely and consistently targeted orto the desirable and intended outcomes of the instruction.

Shaping Performance Objectives

Shaping performance objectives may be as simple or as complex as the situation requires. For the most part, in the present document we deal only with cognitive objectives (i.e., those which detail intellectual performances) leaving affective behaviors for a future treatment.

Rather than focus in on the extremely complex myriad of intellectual competencies desirable on the part of students, three categories of cognitive behaviors* serve for this beginning discussion.

* Teachers who are involved in Mastery Learning are familiar with the use of instructional objectives classified according to levels of cognitive behavior based on Benjamin Bloom's Taxonomy of Educational Objectives.

The categories are

I. knowledge (i.e., simple recall, recognition, identification, etc.);

II. understanding (i.e., comprehension, inference, translation, extrapolation, etc.);

III. utilization (i.e., application, analysis, synthesis, evaluation, etc.).

The "compression" of intellectual activity into these three broad categories is not arbitrary. Rather, it is presented on the basis of substantial classroom experience. Thus, before a student can really understand (II) "economic priorities," there are certain terms and principles which he or she will have to know and recall (such as standards of living, cultural goals, and variety of choices, etc.). Thus cognitive behavior (simple recall of knowledge once achieved) permits behavior II, understanding; on the basis of achievement in I and II, performance III, utilization, is possible, e.g., giving examples of instances when income is similar but standards of living are different.

The objectives for social studies as presented cover this range of three cognitive behaviors. Teachers may choose to shift from one behavior level to another. For example, if the objective specifies a level II performance (infer, translate, extrapolate), it may be more productive for a certain class to recall prior knowledge and for the teacher to rephrase the performance objective in terms of knowledge (I).

In addition to emphasizing three cognitive behaviors, the objectives in social studies are presented to assist teachers in the development of more complex, more individualized objectives (i.e., appropriate to the specific class or individual students). Professional experience has pointed out that performance objectives may be stated in at least four degrees in a continuum moving from general to specific.

DEGREES OF SPECIFICITY

degree 1	degree 2	degree 3	degree 4
The statement of the "interior" intellectual behavior intended for learner achievement (*i.e.*, to recognize or identify).	The statement of an "overt" behavior on the part of the students from which the "interior" behavior can be inferred (*e.g.*, to write).	The delineation of the overt behavior detailing the "conditions" under which the behavior will be achieved (for example, to write from memory, without the text).	The delineation of the overt behavior detailing not only the conditions under which it will be achieved but also detailing the "criteria" for success (*e.g.*, to write from memory correctly four out of five times).

Any one of the objectives offered in this guide can be completed in various ways to suit the needs of individual teaching settings. For example, the performance objective to be found in Economics, Theme III, p. 149:

> Students will be able to interpret parts of the financial section of a newspaper, particularly the stock market quotations.

An analysis of this objective reveals that it calls for a Level II cognitive performance on the part of the student (understanding). As such, teachers can choose to accept it or to "move it back" to Level I or "ahead" to Level III, depending on the achievement level of the class. If it is accepted as presented, teachers can then choose to give it more performance detail. As stated, it speaks to the "interior" behavior (i.e., degree 1, to interpret). To make the behavior "overt" (degree 2), the teacher may specify further:

> Students will be able to interpret in writing parts of the financial section of a newspaper, particularly the stock market quotation.

Moving it to a greater degree of specificity (degree 3) which would include the conditions, the further specification is possible:

> Given a recent edition of a daily newspaper with the summary of stock market quotations, students will be able to interpret in writing the financial section thereof, particularly the stock market quotations.

Moving on to the fourth and final degree of specificity of statement, should it be desirable, the teacher can add criteria of successful performance. Thus:

> Given a recent edition of a daily newspaper with the summary of stock quotations (condition), students will be able to interpret in writing the closing figures of ten stocks with 80% accuracy (i.e., eight of ten interpretations correct). (criteria underlined)

Thus, as presented in economics, this simple statement of "interior" behavior on the part of the student can be used as the basis for the development of even more precise (i.e., conditioned and criterioned) statement of the same objective.

Getting Started

Given a clear notion of what a performance objective is, teachers are encouraged to incorporate them into their day-to-day planning and delivery of instruction. To begin, it is suggested that three cognitive behaviors

I. knowledge
II. understanding
III. utilization

be the initial focus. At the same time, four degrees of statement specificity are available -- i.e.,

1. interior performance
2. overt performance
3. overt with conditions
4. overt with conditions and criteria

The main purpose of the foregoing discussion is to enable teachers to begin to use performance objectives in their instructions. Only if teachers use performance-based developmental lessons will we know if the promise of performance objectives can be realized with our students.

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Work Study Skills

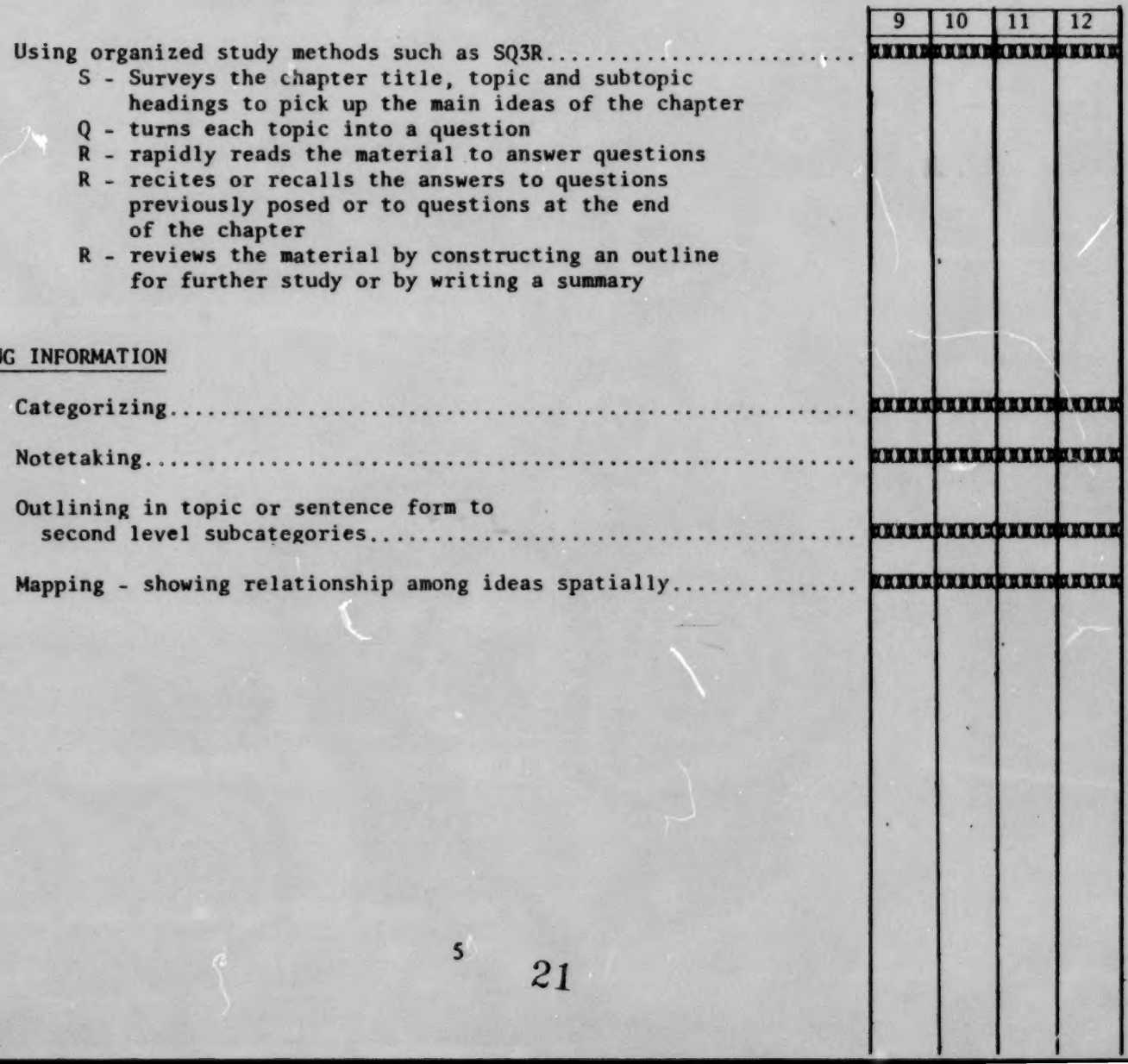
WORK STUDY SKILLS CHART
SOCIAL STUDIES GRADES 9-12

	9	10	11	12
FOLLOWING DIRECTIONS				
Taking notes from oral directions requiring several steps.....	XXXXX	XXXXX	XXXXX	XXXXX
Applying pattern for following directions.....	XXXXX	XXXXX	XXXXX	XXXXX
Reading title				
Reading for overview				
Rereading for specific steps				
Carrying out steps				
Checking for correct completion				
Applying skills in following directions to situations that reflect real needs in the outside world, e.g., map reading and travel directions.....	XXXXX	XXXXX	XXXXX	XXXXX
Independently following complex directions which require research skills, e.g., finding books, articles, audio-visuals on a topic, and evaluating appropriateness of sources.....	XXXXX	XXXXX	XXXXX	XXXXX
LOCATING INFORMATION				
Interpreting and rephrasing questions; narrowing topics; selecting key words to aid in location of information.....	XXXXX	XXXXX	XXXXX	XXXXX
Using reference sources				
Dictionary				
Encyclopedia				
Atlas				
Almanac				
Current Biography				
Reader's Guide to Periodical Literature				
New York Times Index				

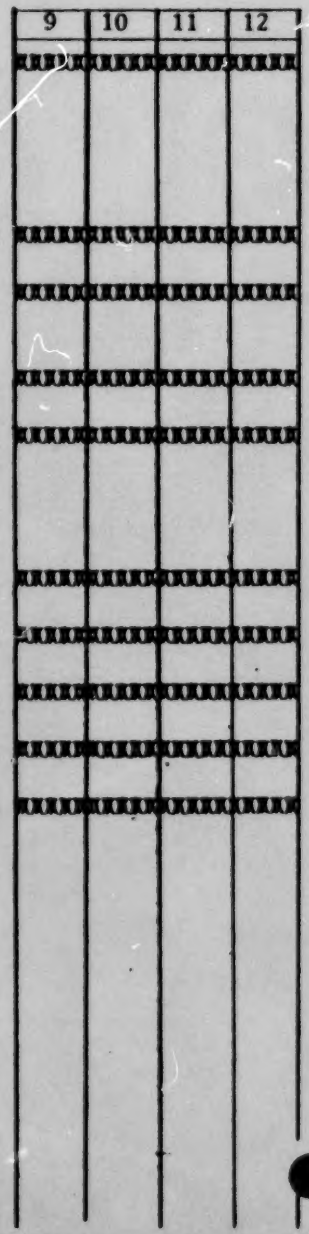
WORK STUDY SKILLS CHART
SOCIAL STUDIES GRADES 9-12

	9	10	11	12
Specific Map and Globe Skills				
Recognizing various kinds of maps and globes				
Orienting one's direction				
Learning to make map plans				
Devising and interpreting map symbols				
Recognizing and interpreting the several kinds of maps, e.g., political, product. terrain formation, weather, space				
Locating positions on a map using latitude and longitude				
Scanning for Specific Information				
Using format in print material				
Table of Contents				
Copyright Data				
Glossary				
Index				
Chapter, Topic, and Subtopic Heads				
Bibliography				
Encyclopedia				
Appendix				
Card Catalog				
Footnotes				
Extracting Specific Information				
Locating Details				
Finding the Main Idea				
Drawing Conclusions				
SELECTING, RECALLING, EVALUATING INFORMATION				
Appraising sources for relevance and reliability				
Refining skills in selecting and integrating significant information from multiple sources				

WORK STUDY SKILLS CHART
SOCIAL STUDIES GRADES 9-12


9
10
11
12
Using organized study methods such as SQ3R.....
S - Surveys the chapter title, topic and subtopic headings to pick up the main ideas of the chapter
Q - turns each topic into a question
R - rapidly reads the material to answer questions
R - recites or recalls the answers to questions previously posed or to questions at the end of the chapter
R - reviews the material by constructing an outline for further study or by writing a summary
ORGANIZING INFORMATION
Categorizing.....
Notetaking.....
Outlining in topic or sentence form to second level subcategories.....
Mapping - showing relationship among ideas spatially.....

WORK STUDY SKILLS CHART
SOCIAL STUDIES GRADES 9-12



Analyzing and synthesizing data .....

USING GRAPHIC REPRESENTATION AND INVESTIGATIVE TOOLS

Interpreting complex maps, charts, globes, and tables .....

Using complex equipment in the investigation of problems.....

Using a variety of measurements to investigate ideas and form and/or support hypotheses.....

Constructing models of research design.....

TIME AND SPATIAL RELATIONSHIPS

Developing critical thinking about events and dates.....

Developing numerical chronology.....

Placing events in chronological order.....

Recognizing similar geographic facts.....

Classifying similar geographic facts.....

WORK STUDY SKILLS CHART
SOCIAL STUDIES GRADES 9-12

SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING	9	10	11	12
Differentiating fact from opinion				
Recognizing techniques of propaganda				
Arranging, organizing, and interpreting data				
Checking information with a second source				
Interpreting pictures, graphs, and tables				
Identifying sources of information				

American Studies
Content Outline

THEME I: THE CONSTITUTION AND GOVERNMENT

Overview

In order that young people be prepared to function as responsible citizens in a democratic society, they must understand the nature of government and political process. To develop meaningful insights, it is necessary that students learn how our constitutional government evolved. The shaping of our system and the interrelationship of various components become clear when analyzed within their historical context. It is to be hoped that students will gain insights into the dilemma of desiring a government of limited power but one which is also strong enough to be effective. A major theme is the significance of personal liberties and the responsibilities of an American citizen. A final goal is the awareness and development of commitment to actively participate in the political process and the need for continual critical evaluation of the functioning of our system of government.

A. Why Are Governments Necessary?

Governments are created for several reasons: to defend against outside invasion, to maintain peace, to provide services that individuals cannot provide for themselves, to protect liberty, to maintain justice and to rectify social inequities.

B. How Are Governments Organized?

1. There are different theories of government such as absolute monarchy, aristocracy, and democracy.

   - Hobbes and Locke had differing views on the nature of humanity which were reflected in the type of government each favored.
   - There were economic and social conditions that shaped the views of Locke and Hobbes.

2. Forces outside the formal structure of government influence the form and function of government.

C. Why Did the American Revolution Occur?

1. Mercantilism and the end of "Salutary Neglect" had adverse economic effects on the colonies.

2. Colonists reacted unfavorably to the Grenville Program, the Stamp Act, the Townshend Duties, the Intolerable Acts.

3. Political and philosophical writings, such as Thomas Paine's "Common Sense," helped to intensify reaction.

4. The English colonists had strong concep of the "rights" of an Englishman.

   - These rights included town meetings, trial by jury, and no taxation without representation.

D. How Does the Declaration of Independence Justify the American Revolution?

1. There were political and strategic reasons for issuance of the Declaration of Independence, e.g., to strengthen the resolve to fight, to gain the support of France, and to justify rebellion.

   - The basic philosophical concepts of government embodied in the Declaration of Independence include: power of government derived from the people (social contract), limited sovereignty, inalienable rights and the function of government being to serve the people.
   - The Declaration of Independence presents a theory of government that, under certain circumstances, justifies revolution.

2. The ideas in the Declaration of Independence have influenced our view of justice and liberty and have implications for today, i.e., natural rights, social contract, limited sovereignty, right to rebel.

E. What Were the Weaknesses of the Government Under the Articles of Confederation?

1. There were political reasons for creating a government of very limited power with a weak executive office.

   - Those in control of state political machines and those fearful of a strong central authority opposed the idea of a strong government.

2. The government created in the Articles of Confederation was deliberately made weak. Those who framed the articles made specific omissions of governmental powers.

   - The government lacked power to tax the states.
   - States erected tariff barriers to one another's goods.
   - No provision was made for a chief executive.
   - Constitutional amendments required a unanimous vote.
   - Passage of a bill required a vote of nine out of thirteen states.
   - No provision was made for a national court system.

F. Why Did the Federalists Desire a Strong Central Government?

1. These weaknesses of the government prevented it, in the eyes of the Federalists, from functioning effectively.

2. Shays' Rebellion influenced the thinking of colonists and leaders such as Benjamin Franklin and George Washington.

3. Foreign powers had shown disrespect for the government by refusing to remove posts from the Northwest Territory, and by prohibiting American shipping along the Mississippi River.

G. Why Was the Constitutional Convention Called a "Bundle of Compromises"?

1. In order to form a constitution, two factions would have to reach agreement.

   - The convention was dominated by lawyers and landowners (federalists) who believed in the need for a stronger central government.
   - The anti-federalists were, in general, farmers, city workers, and others who desired a weak central government.

2. Various compromises came out of the convention: "Great Compromise," "Three-Fifths Compromise," compromise on interstate commerce, and compromise on the office of the presidency.

3. Out of the convention, as expressed in a series of essays entitled The Federalist, comes the idea of representative democracy (republican form of government) as opposed to pure democracy.

H. What Are the Implications of the Preamble of the Constitution for Our Government?

1. "We the People" in our Federal Constitution indicates that power under the Constitution will remain with the people.

   - Power is entrusted to representatives of the people's choosing.
   - The purposes of the Constitution are to benefit the people.

2. Constitutional concepts contained in the Preamble are: "a more perfect union," "establish justice," "insure domestic tranquility," "provide for the common defense," "promote the general welfare," "secure the blessings of liberty."

I. Why Was a Federal System of Government Created?

1. Federalism is a proper balance between the states and the national government. It limits the power of the national government and the states by dividing powers between the two.

2. Our national government is one of limited powers.

- The specific powers of the Federal Government (delegated or enumerated) are listed in Article 1, Section 8, of the Constitution.
- Powers denied the Federal government are listed in Article 1, Section 9.
- Reserved powers for the state government are listed in Amendment X.

J. How Is the Congress Structured, and What Powers Does It Have?

1. Congress consists of a House of Representatives and a Senate.

- The House has 435 members.
- Apportionment is calculated from the ratio of population of the state to the population of the nation.

- Members of the House serve a two-year term. The Speaker of the House is the presiding officer.
- The Senate has one hundred members, two from each state regardless of the population.
  . Members serve a six-year term. Two-thirds of the members are chosen every two years.
  . The presiding officer is the Vice-President of the U.S.

2. The power of Congress is that it enacts laws for the nation's welfare.

- The House has sole power to start all revenue bills, impeach the President, and elect the President if the electoral college fails.
- The Senate ratifies treaties, approves presidential appointments, and tries an impeached President.

K. What Is the Importance of Committees in the Law-Making Process?

1. Much of the work in Congress is done in committees rather than on the floor.

- Time is saved and expert analysis is available.
- Some consider committees an impediment to democracy; others maintain it results in better quality laws.

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2. The role of the lobbyists is also controversial.

- Some see lobbies as a manifestation of democracy at work.
- Others see lobbies as a danger to democratic government.

L. How Does the Minority Party Check the Majority Party in Congress?

1. Congress is a political body as well as our national legislature.

   - Members of Congress belong to political parties in their states and congressional districts.
   - In the Senate and the House there is a majority party and a minority party.

2. The minority party serves as a perpetual check on the majority party in an attempt to reverse positions.

3. Alternatives to positions offered by the majority party are presented by the minority party.

M. How Does a Bill Become a Law?

1. A bill must be passed by the Senate and the House of Representatives and signed by the President in order to become a law.

2. If the President vetoes the bill, two-thirds of the House and of the Senate must approve the bill for it to become law.

N. How Does the Checks and Balance Principle Operate?

1. Checks and balances prevent any branch of government from becoming too powerful.
   - The President may veto legislation.
   - Congress can refuse to pass legislation, and can override the President's veto by a two-thirds vote of each house.
   - The Supreme Court may declare laws passed by Congress unconstitutional.

2. This theory is based on Montesquieu's "Spirit of Laws."

3. In modern times criticism of checks and balances has arisen. Critics believe:
   - Government is too slow-moving.
   - Certain problems in foreign affairs and within the U.S. require swift action.
   - Pressure groups are frequently able to forestall meaningful action.
   - No one is clearly responsible for government action or inaction.

4. Checks and balances were embodied in government to:
   - prevent tyranny.
   - protect minority rights
   - prevent rash, unwise decisions.

O. Can Our Congressional System Function Effectively and Democratically or Does It Need To Be Changed?

1. Proposals to make Congress more effective are: to lengthen the term of the representatives, to modify the seniority system, to end the filibuster in the Senate, to limit activities of lobbyists, to subsidize campaign expenses, to eliminate gerrymandering.

2. The impact of media on the democratic functioning of Congress is substantial, i.e., image consciousness, cost of campaigning and ability of lobbyists to exert pressure.

P. How Powerful Is the President?

1. The constitutional powers of the President are: to enforce the Constitution and laws passed by Congress, to act as Commander-in-Chief of the Armed Forces, to appoint government officials with consent of Senate, to negotiate treaties with foreign countries with consent of the Senate.

2. The non-constitutional powers of the President are in the role of party leader, arbiter of political patronage, and use of radio and television.

3. The President plays a role in the law-making process by use of veto power, use of patronage, and ability to arouse public pressure on Congress to pass certain laws.

   - Each of these contributes to a President's effectiveness in influencing the law-making process.
   - Presidents have displayed different degrees of effectiveness in their roles as law makers.

Q. How Is the President Prevented from Becoming Too Powerful and Perhaps a Threat to Democratic Government?

1. The Constitution provides for checks on presidential power.

   - The Supreme Court has limited presidential power by declaring certain of his actions unconstitutional.
     . An example of such a case would be Youngstown Sheet and Tube v. Sawyer
   - The Senate refused Nixon's nomination of Haynesworth to the Supreme Court.
   - Congress has passed legislation prohibiting use of troops overseas without prior congressional legislation.
   - However, in national emergencies, Congress has now abbreviated its procedures of debating, criticizing, and deliberating so as to accommodate presidential requests.

2. All money bills must originate in the House of Representatives so the President cannot control the purse strings.

3. The President uses non-constitutional powers to influence the law-making procedure.

R. Is It Possible for One Man to Function Effectively As President?

1. The massiveness and complexity of the responsibilities of the presidency limit the impact and effectiveness of the office

   - The President is assisted by executive departments and the Cabinet, the Executive Office of the President, and independent agencies.

   - The President's ability to make and implement decisions, however, is limited

2. The size and diversity of the federal bureaucracy has become immense.

   - Federal employees number approximately three million.
   - They obtain employment by the spoils system and the merit system.

S. Is Our Method of Selecting a President Democratic?

1. The constitutional requirements of a President are that this person be 35 years of age, a natural born citizen, and a resident of the United States for 14 years. The President's term is four years.

2. The electoral college system is used to elect a President.

   - The electoral college elects a President based on the majority of popular votes in each state.
   - The reason for the creation of the electoral college was the fear of too much democracy.
   - Since the political system grew up around the electoral college and it has been working, many are reluctant to change it.
   - There is a fear of less consensus and more doctrinaire political candidates and parties without it.

T. What Are the Purposes of Political Parties in this Country?

1. Political parties attempt to elect government officials and influence government politics.

2. They serve to organize a political majority, provide reasonable choices, educate the public, make election to office possible, and provide personnel to run the government.

U. Is Our Two-Party System an Obstacle to a Democratic Government?

1. The first political parties in the United States which developed in 1787 were the Federalists and the Anti-Federalists.

2. Today the two major parties are the Democratic and the Republican.

3. There are arguments for and against our two-party system.

   - The two-party system has resulted in stability in government and a tradition of alternation in office.
   - Some ideas held by third parties are usually incorporated into one of the two major parties.
   - Loyalty to the party may become more important than other qualities in a candidate.

V. How Does the Existing Political Process Influence the Presidency?

1. The party's national committee emerges every four years to stage the national convention and to run the election.

   - Primary elections in some states allow voters to select their party's candidates.
   - Party nominating conventions, however, still pick many delegates to the national convention.

2. The type of person selected by the party and who may make a successful candidate may not have the qualities necessary to be a capable president.

3. The political system requires prospective candidates to:
   - be able to raise great sums of money for campaigning.
   - convince local parties they can win.
   - become involved in primary contests.
   - make their appeal broad enough to attract constituencies of diverse economic, geographic and cultural backgrounds.
   - become skilled in using TV.

W. Is the Supreme Court an Obstacle to Democracy?

1. The various parts of the judicial system include about ninety District Courts, eleven Circuit Courts of Appeals, special courts (customs, patents, etc.) and one Supreme Court.

2. Under Chief Justice Marshall, the Supreme Court assumed the power of judicial review; that is, it could declare laws to be in conflict with the Constitution.

3. The court has been condemned for violating precedents and delivering politically-minded rather than legally-justified decisions.

4. It has been defended for upholding the Constitution, protecting the rights of the people, and furthering democracy.

5. Court decisions are based upon interpretation of relevant portions of the Constitution.

6. Interpretations sometimes change over time because judges' perceptions and conditions in society change.

X. Is the Constitution a Living Document?

1. The U.S. Constitution has been able to grow and adjust to new situations and problems

   - Traditional practices of the government are called the "unwritten constitution."

   - Critics believe the amending process is too difficult.

   - Amendments require a two-step process, proposal and ratification. This is a time-consuming procedure and requires more than a majority for ratification.

   - The purpose was to prevent capricious, unwise changes and lessen the likelihood of creating a government that is a threat to liberty.

2. The elastic clause has also permitted our Constitution to fit changing times; it gives Congress implied powers to pass laws satisfying the needs of changing times.

Y. How Important is the Bill of Rights?

1. The Bill of Rights (first ten amendments) was created to protect individual freedoms.

   - The Amendments reflect the philosophy of government embodied in the Declaration of Independence; and they focus on the idea of limited government.
   - The Amendments maintain individual rights even when these may conflict, to a degree, with the needs of the state.

2. Implicit in the Bill of Rights is the belief that "It is better to let a guilty man go free than convict an innocent one."

3. Individuals are free from compulsion to agree with governmental actions they think wrong.

Z. How Have Later Amendments Changed Our Government and Our Way of Life?

1. The 13th-15th Amendments are called the "Civil War" Amendments.

   - The 13th Amendment prohibits slavery.
   - The 14th Amendment guarantees due process and equal protection.
   - The 15th Amendment prohibits denying the right to vote because of race, color or previous condition of servitude.

2. The goals of the Progressive Movement are reflected in the passage of the 16th, 17th and 19th Amendments.

3. The 22nd and 25th Amendments deal with the presidency.

4. The 23rd, 24th and 26th Amendments extend voting rights to various groups.

AA. What Does "Freedom of Religion" Mean?

The 1st Amendment guarantees freedom of religion. The following cases develop insights into the complexity and meaning of the concept of religious freedom:

- Roger Williams, 1635
- West Virginia v. Barnette, 1943
- Everson v. Board of Education, 1947

BB. What Are the Limits of Free Expression?

The 1st Amendment refers to freedom of expression.

- Freedom of speech is not unlimited.
- The following cases indicate how freedom of expression is limited:

  . Peter Zenger, 1735
  . N.Y. Times v. Sullivan, 1964
  . Schenck v. U.S., 1919
  . Gitlow v. N.Y., 1925
  . Dennis v. U.S., 1951

CC. Does the Bill of Rights Guarantee Equal Opportunity to All?

The 14th Amendment has been interpreted to mean that the Bill of Rights applies to state as well as federal government.

- The provision of the amendment that guarantees equal opportunity has been interpreted by the courts in a manner that extends equality and prevents various types of discrimination.
- The following cases illustrate court decisions related to equal opportunities in the states:
  . Plessy v. Ferguson, 1896
  . Sweatt v. Painter, 1950
  . Brown v. Board of Education, 1954
  . Lombard v. Louisiana, 1963

DD. Are the Limits to "Search and Seizure" a Danger to Society or a Necessity for Individual Liberty?

The 4th Amendment includes the phrase "the right of the people to be secure in their persons, home, papers and effects against unreasonable search and seizure."

- Reasonable or unreasonable is the key to "search and seizure."
- The following court cases shed light on the meaning of this constitutional provision and pose situations in which limitations would be considered warranted:

. Writs of Assistance, 1761
. Dumbra v. U.S., 1925
. U.S. v. Rabinowitz, 1950

EE. What Are the Guidelines Used by the Courts in Determining Rights of the Defendants?

The term "due process" as used in the Constitution is meant to insure that fair procedures which guarantee the rights of the accused are consistently followed.

- The question of how to protect society and an individual's rights to "due process" is a controversial one.
- The following cases illustrate how the Supreme Court has elaborated upon the meaning of the phrase:
  . Tumey v. Ohio, 1927
  . Rideau v. Louisiana, 1963
  . Gideon v. Wainwright, 1963
  . Miranda v. Arizona, 1966

FF. How Do State Legislatures Operate?

1. Bicameralism is the standard form of the legislature in all states except Nebraska.

   - The upper house is called the Senate.
   - The lower house is known as the House of Representatives or State Assembly, General Assembly, or House of Delegates.

2. The apportionment of elected representatives is allocated by each state's constitution. Reapportionment has changed state legislative bodies.

   - Baker v. Carr, 1962 - The Supreme Court held that federal courts could hear cases that dealt with state legislature's apportionments under the Equal Protection Clause of the 14th Amendment.
   - Reynolds v. Sims - The Supreme Court consistently held that population is the only valid basis for apportionment.

3. State legislatures pass laws pertaining to their particular states.

   - Laws generally are to protect and promote the public health, safety, welfare and morals of its citizens.
     . Examples are fixing highway speeds, compelling school attendance, setting the minimum legal age for marriage and regulating commerce within the state.
   - Bills are introduced in either house of the state legislature.
   - The governor in every state except North Carolina can veto a bill.
   - Most state legislatures hold annual sessions.

GG. How Does a State Legislator Function?

1. Each state requires that its legislators be citizens of the U.S. and legal residents of the particular state.

2. State legislators are elected by popular vote in every state.

3. State legislators serve either two-or four-year terms.

HH. How Do States Use Direct Legislation?

1. The initiative is a device by which interested individuals and/or groups may draft proposed laws or constitutional amendments and, by securing a certain number of signatures of qualified voters, have the proposal placed before the electorate or legislature for approval or rejection.

   - Direct initiative - goes directly to the voters at the next general election.
   - Indirect initiative occurs when the proposal goes first to the legislature. If the legislature does not enact the measure, it goes to the voters. An example is Proposition 13 in California.

2. A referendum refers to a law which is passed by the legislature but cannot be enforced until it is ratified by the voters.

   - A mandatory referendum requires the legislature to refer a particular measure to the voters.
   - An optional referendum need not be, but is voluntarily referred to the voters by the legislature.

- A protest referendum is one in which the people demand that a measure passed by the legislature be referred to them for final approval or rejection. This demand must be made by petitions signed by a certain number of qualified voters.

II. How Does a Governor Function at the State Level?

1. State governors were originally figureheads.

2. Since 1917 most states have reorganized the executive branch to make the governor the chief executive, although in name only.

3. The governor must be a citizen of the U.S., must have resided in the state, and must be a certain age.

4. The governor is chosen by a popular vote in every state.

   - If no candidate wins a clear majority in Georgia or Louisiana, the two top vote getters meet in a second run-off election.
   - In Mississippi, the winner is chosen in the lower house.
   - In Vermont, the governor is elected by both houses.

5. The governor is elected for four years except in Arkansas, New Hampshire, Rhode Island, and Vermont which have two-year terms; limitations on the number of terms are set in many states.

6. The lieutenant governor is first in line of succession in 43 states. Others use the president of the senate or secretary of state.

7. Governors may be removed from office by the impeachment procedure.

JJ. How Does a Governor Perform His/Her Functions?

1. Most state constitutions distribute the executive power among several executive officers and this, in effect, makes the governor only first among equals.

2. The governor executes, enforces and administers the laws of his/her state.

3. Other duties of a governor include preparing the annual or biennial budget to be submitted to legislature; acting as commander-in-chief of the state militia, sending messages to the legislature.

4. The governor's power to hire is restricted by the state's constitution.

5. The governor has power to call special sessions of the legislature.

6. The governor has power to veto measures passed by legislature.

   - In most states this does not include the pocket veto. Those bills the governor neither signs nor vetos after the legislature adjourns become law.
   - The veto power includes the item veto -- one or more provisions can be vetoed without rejecting the entire measure.

7. The governor has special powers relating to the state penal system.

   - He/she can release a person from the legal consequence of a crime through issuing a pardon.
   - He/she can commute or reduce a sentence imposed by a court.
   - He/she can reprieve or postpone the execution of a sentence.
   - He/she can remit, eliminate or reduce the time or fine imposed upon a convicted person.
   - He/she can grant a parole.
   - He/she can release a prisoner before the completion of the term of a sentence.

KK. What Are the Responsibilities of Other State Executive Officials?

1. The lieutenant governor usually has the same responsibilities as a vice-president. He/she succeeds the governor in the event of a vacancy.

2. The secretary of state is the state's chief clerk and record keeper. He/she supervises records and state documents, supervises elections and certifies their results, and is the keeper of the state seal.

3. The treasurer is the custodian of the state funds. He/she is the chief tax collector and the state's paymaster.

4. Some states have auditors and comptrollers. They pre-audit and post-audit the state's monies.

5. The attorney general is the chief legal officer of the state. He/she is also the chief prosecutor.

6. The superintendent of public instruction or commissioner of education is elected in eighteen states. The position is filled by appointment by the governor and in New York State the Commissioner of Education is appointed by the State Board of Regents.

7. Heads of state executive agencies usually supervise departments of Correction, Health, Highway, Environmental Protection, Natural Resources, Commerce, Public Service and and licensing, Motor Vehicles, Accounting, and the Medical Examiner's Office.

LL. How Does the State Court System Function?

1. Justices of the peace are popularly elected by voters in a township or a district.

   - They are confined to minor civil cases and misdemeanors.
   - They have the right to issue warrants of arrests and hold preliminary hearings.

2. Magistrates or police courts are the lowest courts in urban cities.

   - Their judges are elected.
   - In some cities municipal courts have replaced police courts.

3. Municipal courts handle various types of cases: civil, criminal, juvenile, domestic relations, small claims, traffic and probate.

4. Trial courts are divided into judicial districts within a county.

   - They hear cases of original jurisdiction.
   - Cases may be held before a single judge or a petit jury of six people.

5. Appellate courts handle review cases from the trial courts. They interpret the constitutionality of the law.

   - In New York the justices are appointed by the governor.

6. The state supreme court reviews decisions of lower courts. It is the final interpreter of the state's constitution and laws.

   - In some states the justices are appointed by the governor;
   - In other states they are appointed by the legislatures or chosen by voters.

7. A decision of a state supreme court may be reviewed by the U.S. Supreme Court if it involves a federal question.

MM. What Types of Laws Apply in State Courts?

1. Constitutional law is based on the state constitution.

2. Statutory law is enacted by legislative bodies at the federal, state and local levels.

3. Administrative law consists of the rules, or orders, or regulations issued by federal, state, or local officials.

4. Criminal law are laws which define public wrongs or crimes and provide for their punishment as misdemeanors or felonies

5. Civil law deals with disputes between people.

6. Common law was developed as unwritten law over the centuries.

NN. How Are Local Governments Organized?

1. County governments have various names throughout the country: Louisiana, parish; Alaska, borough; Connecticut, town.

2. Counties vary widely in size, population, structure, and function and are basically rural in nature.

3. The Board of Commissioners is elected to office as the county officials in the southern and western states.

   - There are three to five members.

4. In New York the officials are the Board of Supervisors with fifteen members.

   - Their powers are narrowly defined by state constitution.

5. County boards levy taxes, appropriate funds and incur limited debts.

6. Other officials at county levels include: sheriff, county clerk, assessor, treasurer, auditor, district attorney, superintendent of schools, and the coroner.

7. Urban areas, e.g., Westchester, Nassau, Suffolk, have an elected county executive who oversees the county's policies.

   - Some areas have a combined county and major city: e.g., Nashville, Tennessee and Indianapolis, Indiana.

8. County managers are hired by the board as professional administrators who appoint other officials.

00. How Do Towns and Townships Operate?

1. A town or township is founded as a separate unit of local government in half of the states.

   - Each town usually includes all of the rural and urban areas within its boundaries.
   - The town meeting serves as an open assembly of direct democracy. It meets once a year, and sometimes more often.

- A board of selectmen is chosen at the annual meeting. It manages the town's activities, roads, schools, sanitation, and programs for the poor.

2. Townships in New York State were created as areas were settled and the people required the services of local government.

   - Township governments usually have three to five members.
   - Townships generally regulate rural matters such as drainage, weed control, and roads.

PP. How Do Municipal Governments Operate?

1. Municipalities are cities with fairly large populations.

   - Cities are incorporated by the state.
   - The city charter is the city's basic law.
   - Its constitution describes its boundaries as a municipal corporation.
   - Powers are vested in the city by the state.

2. Most states have home rule powers; that is, powers of local self-government or all powers relating to municipal affairs are under the jurisdiction of the city.

QQ. What Forms of City Government Are There in the United States?

1. One form is the mayor-council.

   - Unicameral legislature represents districts or wards of the city.
   - Legislators are elected to office for a period of four to six years.
   - There is generally a city-council president who serves as chief executive officer.
   - The mayor presides at council meetings; he/she may recommend and veto ordinances.
   - The mayor usually has deputy mayors who serve in various capacities.

2. In New York City each borough has a Borough President who serves on the Board of Estimate along with the Mayor. They control the purse strings along with the City Comptroller.

3. Some cities have a commission form of government: Portland, Oregon; St. Paul, Minnesota.

   - Three to nine commissioners are popularly elected.
   - They form the city council, pass ordinances, control finances, and head various departments of city government.

4. Another form is the council-manager form.

   - The council is the city's policy-making body.
   - The manager executes the policies that the council makes, and is directly responsible to them.
   - He/she can be dismissed at any time.

RR. How Are State and Local Governments Financed

1. Most state constitutions provide that taxes shall be levied only for public purposes.

2. Most states exempt properties of churches, synagogues, private schools, museums, and cemeteries.

3. The sales tax is the single most important source among the state's income.

   - A selective sales tax is applied to certain commodities - cigarettes, liquor, or gasoline.
   - A general sales tax is applied to most commodities.

4. State income tax is levied on individuals and corporations.

5. The property tax is the chief source of income for local governments.

   - Real property, land, buildings and improvements are taxed.
   - Personal property such as automobiles is taxed.
   - Intangible personal property - stocks, bonds, mortgages are also taxed.
   - The value of the property is determined by assessment. (This is done by an assessor at the city/county level.)

6. Other taxes are: inheritance, estate, business, licenses, stock transfer, documenting, amusement, payroll, and nuisance taxes.

7. State- or government-owned business such as ferries, flour mills, railway stations, liquor dispensaries, water and electric power plants, farmer's markets, housing projects, and office buildings also bring in income.

8. State and local areas borrow from federal and private sectors.

THEME II - THE CIVIL WAR AND PLURALISM

Overview

Our pluralistic society is constantly changing. To fulfill their role in shaping the direction of future change, young people need to understand how past events have affected the present and will affect the future. The goal of this theme is to guide students in developing insight into political and social changes in their historical context. Through analyzing earlier struggles students should gain concepts and skills they can apply in formulating or choosing solutions to the present and future problems of our society. An additional goal is to encourage students to develop a deeper awareness of our pluralistic society and the dynamic process by which we seek to accommodate different ideas, groups and culture. Students should also become better informed about individuals and their contributions to the nation's development. Especially in the area of political and social change, a thorough knowledge of how the individual contributed will help students in assessing today's leaders, the nature of the changes they advocate, and the methods they use to work for their goals.

A. How Did the Rise of Sectionalism Weaken Nationalism?

59

1. Sectionalism is primary loyalty to one's state or section or the consideration of problems from a sectional point of view as a northerner, a southerner, a westerner.

2. Sectionalism had an economic basis:

- the northeast was industrial
- the south had a plantation economy
- the west predominantly consisted of small farms and ranches

B. How Did Sectional Disputes Develop?

There were several divisive issues in which sectional interests were in conflict:

- The south was against protective tariffs on manufactured goods.
  . North Carolina's protest against the tariff of 1828 resulted in a cry for nullification and states' rights.
- The west wanted internal improvements such as roads and canal projects.
- Reaction to the Second Bank of the U.S. was negative in the west.
- The expansion into new territories and the question of the extension of slavery was a major issue.

C. Why Did Compromising Fail to Bring About a Lasting Calm?

1. The "peculiar institution" affected the slave and the master negatively.

2. Slavery was defended by the Southerners and denounced by the abolitionists.

3. As western territories applied for admission into the Union, the hostility regarding the slavery issue intensified with the threat of imbalance in the Senate.

   - Attempts at compromise included:
     . Missouri Compromise of 1820
     . Compromise of 1850
     . Kansas-Nebraska Act of 1854.

4. Anxiety in Congress resulted in inadequate solutions to the problems created by slavery.

   - "Bleeding Kansas" resulted from influx of pro- and anti-slavery advocates.
   - Dred Scott Decision increased polarization.
   - John Brown's raid on Harper's Ferry was considered admirable by many Northerners and repulsive to Southerners.

D. Who Was Responsible for the Civil War?

There were multiple causes of the Civil War:

- Sectional differences - economic, social, and political - which could not be resolved.
- The issue of slavery remained a problem.
  . Abolitionists saw it as a moral issue.
  . For southerners, it was an economic issue as well

- There was a failure to develop a lasting compromise.
- The Abolitionist Movement gained strength.
- The Ostend Manifesto was even recommended by the South.
- The rise of the Republican Party, and the election of Lincoln increased the hostility between North and South.
- The Montgomery Convention and the threat of secession from the Union brought the crises to a head.
- The Confederacy fired on Fort Sumter.
- Eleven southern states seceded from the Union under the Confederate flag; Jefferson Davis became the Confederate President.

E. Why Was the Union Successful in the Civil War?

1. Comparatively, the Union had the advantage of manpower, an army and navy, developed industry, available money, and good transportation.

2. The Confederacy had better generals, cotton to sell, and the advantage of fighting close to home.

3. The South had great difficulty raising money because of its slave and plantation economy.

4. There was continued stimulation of industry during the war in the North which also resulted in the increased strength of "big business."

5. Lee surrendered to Grant at Appomattox in 1865.

F. What Was Lincoln's Role as President During the Civil War?

Lincoln played a major role during the Civil War.

- His stated objective was to save the Union.
- He had almost dictatorial powers during the war.
- The Gettysburg Address states the Union's reasons for the war.
- The Emancipation Proclamation freed the slaves in the confederacy.
- Lincoln's second Inaugural Address stated his attitude towards reconstruction.
- He was assassinated before reconstruction began.

G. How Did This Nation Re-Unify and How Was Democracy Advanced During Reconstruction?

1. The era following the Civil War is known as the Reconstruction Period (1865-1867).

2. Lincoln had planned to permit the Southerners to return to the Union with lenience.

   - Only 10% of the male population had pledged their loyalty.
   - Andrew Johnson intended to follow Lincoln's plan after Lincoln's assassination.

3. The Radical Republicans, led by Charles Sumner and Thaddeus Stevens, however, rejected leniency for the South.

4. Under their leadership some protection was offered to the freedmen:

   - The 13th Amendment ended all slavery in the U.S.
   - The Civil Rights Act of 1866 gave the freedmen equal rights with whites and authorized troops for enforcement.
   - The Freedmen's Bureau was legislated to provide food, clothing, and schooling for the Negroes in the South. It found jobs and protected their civil rights.

5. The First Reconstruction Act (1867) divided the South into five military districts under a military governor commanding federal troops. Blacks were to be permitted to vote and a new state constitution had to be drawn up with certain guarantees for blacks.

6. The 14th Amendment made the blacks citizens and provided that the rights of a citizen could not be denied without due process of the law.

7. The 15th Amendment was ratified in 1869, prohibiting any state from denying black suffrage.

II. Did Reconstruction Result in Lasting Reforms?

1. Reconstruction is often considered the "light that failed."

   - Black codes were used in several states to regulate the freed blacks.

- They were denied the right to bear arms, serve on juries, and hold public office.
- Unemployed blacks could be forced to work.
- Carpetbaggers (Northerners who went south), scalawags (Southern whites) and voting blacks at first elected several blacks and Northerners to government positions:
  . Several Southern Reconstruction governments were found to be corrupt.
  . Corruption was also present in the North in the Grant administration and the Tweed Ring in N.Y.
- The KKK and the Knights of the White Camelia organized to frighten and intimidate the carpetbaggers, scalawags, and blacks
- The Amnesty Act of 1872 increased the number of white votes. Northerners became more concerned with economic growth and less interested in blacks' problems. With the election of Hayes in 1876, troops were removed ending the Reconstruction Period.

2. The South avoided the 14th and 15th Amendments in several ways.

- A citizen had to pay a poll tax in order to vote.
- In order to vote one's grandfather must have voted (Grandfather Clause).
- Unfair literacy requirements were used to prevent blacks from voting.

- Jim Crow, or segregation laws, were enacted throughout the South.
  . The Plessy v. Ferguson by the Supreme Court made segregation legal in the U.S. until 1954, Brown v. the Board of Education.

I. What Was the Reaction to Early Immigration in this Nation?

1. The reasons for early immigration to U.S. were economic, political and social; this was considered the land of opportunity.

2. Immigrants faced opposition prior to the Civil War.

   - The "Know Nothings" disapproved of Irish and German immigrants who were Catholics.
   - They formed a society to combat immigration.
   - There was a fear that foreigners would change a traditional way of life that was already undergoing changes.
   - In general, northern and western European immigrants made an easy adjustment to the new way of life.
   - The frontier was still open.
   - They possessed many customs and traditions similar to those of established Americans.

J. How Did the Character of Immigration Change Following 1868?

1. Southern and eastern Europeans immigrated to this country following the Civil War.

   - They fled poverty, taxes, military service in Italy, Greece, Hungary, Russia, etc.
   - The period of greatest immigration was 1890-1914.

2. Generally the new immigrants had difficulty in adjusting. The frontier was closed so they settled chiefly in cities as factory workers.

   - Their customs and traditions were very different from those of established Americans.
   - The immigrants were looked upon as breeders of disease and crime. Prejudice against cultural strangeness, speech, skin color, and religion was voiced. The theory of Nordic supremacy was advocated.

K. How Was Immigration Restricted in this Country?

1. Various laws were passed to restrict immigration into this country: The Chinese Exclusion Act, Gentlemen's Agreement, The Literacy Test Act, The Emergency Quota Act, The Immigration Act, The National Origin Plan of 1929.

2. From 1931 to 1940, only 530,000 immigrants arrived.

I. What Contributions Were Made by Immigrants to this Country?

1. Immigrants made many contributions to the U.S.

- They brought to the U.S. a needed labor supply.
- In many cases the immigrants brought special talents that were used to better this country
- They brought their own cultural heritages.

2. Several concepts related to the immigrants have been promulgated.

- The assimulation or "the melting pot" theory stresses that cultures and traditions of immigrants have been absorbed to form a new American nationality.

- The concept of pluralism or "The Mixing Bowl" or "Salad Bowl" is that the U.S. is composed of many different nationalities, races, religions and ethnic groups.
  . Each group retains its peculiar culture and heritage.
  . Each group contributes to the whole.
- With ethno-centrism, one group considers itself superior to other groups and retains its peculiar culture and traditions.
- Assimilation refers to the conforming to patterns already established in

3. Immigrants also made individual contributions in many fields.

   - Alexander G. Bell, Andrew Carnegie, Ieoh Ming Pei, Charles L'Enfant, John Roebling, Peter F. Collier, Eleuthere Dupont, Samuel Gompers, Albert Einstein, Irving Berlin, Igor Stravinsky, Jacob Riis were immigrants who made important contributions to the growth of this country.

M. Why Did Blacks Migrate to the Northern Cities, 1910-1930?

1. Large numbers of blacks migrated to the northern cities from 1910-1930 for several reasons.

   - There was segregation, discrimination, and extreme poverty in the South.
   - Industry was expanding in the North.
   - Restrictive immigration laws had created a job market.

2. Unfavorable conditions existed in the North also.

N. How Were Blacks Hindered from Improving Their Conditions?

1. Examples of Northern discrimination against blacks were:

- They were crowded into ghettos, and segregated schools.
- They were given the lowest paid jobs with very few opportunities to advance or to join labor unions.
- They were segregated on federal jobs in Washington and in the armed forces.

2. The Depression of 1929 affected blacks severely since they were generally unskilled and poorly paid.

O. How Was Booker T. Washington's Advice to Blacks Different from that of W.E.B. Dubois?

1. Booker T. Washington insisted on vocational training for blacks.

   - He felt that to survive, they needed job skills and training.

   - The classical or liberal education was not essential.

2. W.E.B. DuBois urged broader educational opportunities:

   - He wanted blacks to aspire to jobs in all fields.
   - They should unite and fight for all rights - political and social.

P. What Contributions have Blacks Made to American Life?

1. Blacks have made many contributions to American life throughout history.

   - Crispus Attucks was killed in the "Boston Massacre."
   - Blacks participated in the American Revolution, Civil War, World War I, and World War II.
   - Blacks were active in southern politics during Reconstruction.

2. Many blacks made contributions to this country in spite of slavery, and racial discrimination: Benjamin Benneker, Phyllis Wheatley, George Washington Carver, Joe Louis, A. Phillip Randolph, W. C. Handy, Shirley Chisholm, Thurgood Marshall, Robert C. Weaver, Julian Bond, Vernon Jordan, Maywood Jackson, Andrew Brimmer, Benjamin Hooks, Andrew Young, Jesse Jackson, etc.

3. Organizations such as the NAACP, the National Urban League and CORE were developed to assist blacks in acquiring their civil rights.

Q. <u>What Was the Origin and Program of the Populist Movement?</u>

1. The Populist Movement developed in rural areas in the 1800 and 1900s.

   - Farmers were dissatisfied with industrialism and the present political parties.

- They adopted the following platform:
  . coinage of silver at 16 to 1,
  . a graduated income tax,
  . government ownership of telephone, telegraph, and railroad systems,
  . secret ballots and direct elections of senators,
  . shorter working hours for laborers,
  . restriction on immigrants.

2. Agitation of the Populists led to the Interstate Commerce Act (1887), and the Sherman Anti-trust Act.

3. The Populists made an impressive showing in 1892.

   - The presidential candidate received one million popular votes and twenty two electoral votes.
   - This was more successful than any third party candidate had ever received.

4. In the election of 1896, the Populists backed democrat, William Jennings Bryant, who attacked the gold standard. He ran against the republican, William McKinley, who supported the gold standard and a high protective tariff.

   - The results were that McKinley carried all industrial states and older agrarian states.
   - The Populists were defeated by "sound money" people under the leadership of Mark Hanna.

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5. The Populist Movement is considered a failure because:

- The Interstate Commerce Act, and Sherman Anti-trust Acts did not prevent the consolidation of "big business."

- There was no strong or lasting alliance between poor white and black southerners.

6. A major weakness of the Populists was that there was no strong or lasting alliance developed between poor whites and black southerners.

7. The party disappeared with the arrival of better times for farmers.

R. What Was the Origin and Program of the Progressive Movement?

1. The Progressive Movement became powerful in the early 1900s.

   - It was primarily an urban movement.
   - It included the middle class, laborers, farmers, writers, and political leaders.

2. The platform of the Progressive Movement was to restore control of government to the rank and file of the people.

   - They wanted to correct abuses and injustices of urban industrialization.
   - They also drew up rules for the conduct of business; and they insisted on new standards of honesty for business and government.

3. Reformers during the movement were Robert M. LaFollette, Joseph W. Folk, Charles Evans Hughes, Hiram Johnson, Florence Kelley, Francis Willard.

4. Jane Addams, Jacob Riis, and Lillian Wald became involved with the problems of slums.

5. The "muckrackers" (exposers of the evils and corruption in politics and business) also became influential: Some examples were Ida M. Tarbell, Upton Sinclair, Frank Norris, Jack London, Ray Stannard Baker, and Lincoln Steffens.

S. Why Was the Progressive Movement Considered a Success?

1. The Progressives were able to win victories at the city, state and federal levels.

2. Several accomplishments under the Progressives were:

- Cities and states adopted secret ballots.
- The legislation process was made more democratic by:
  - . the referendum
  - . the recall
  - . direct primaries
- There were reforms in city government.
  - . commission form of government
  - . the city manager plan

- Reforms at the federal level included:
  . the right of women to vote (19th Amendment)
  . direct election of senators (17th Amendment)
  . civil service examinations
  . expanded federal regulation of railroads
  . graduated income tax (16th Amendment)
  . conservation measures
  . workmen's compensation

T. Which Reforms Were Promoted by Theodore Roosevelt under the "Square Deal"?

1. Theodore Roosevelt was a Progressive who provided colorful, dynamic, and forceful leadership.

   - Under his "Square Deal," he advocated honesty and fairness in government and business.
   - He stressed greater economic opportunity for the individual.

2. Reforms were also promoted by Theodore Roosevelt under the idea of the "Square Deal."
   - Strong leadership was offered by Theodore Roosevelt.
   - Theodore Roosevelt was known as the "Trust Buster," starting over 40 anti-trust suits
   - He settled the Anthracite Coal Strike.
   - His administration is noted for the conservation movement: National Reserves, Newland Act, Forest Service.
   - He backed domestic legislation to protect the consumer and regulate rails.

U. Why Was the "Square Deal" Considered to Be of Limited Success?

1. Although Roosevelt was able to resolve several trusts, when he left office in 1909, corporations were doing informally what they had done as trusts.

2. In addition, blacks were not included in the "Square Deal."

V. How Did President Wilson Extend Reforms under the "New Freedom"?

1. The Progressive Movement under President Wilson was based on ideals and conviction.

2. The "Bull Moose Party" was a party of Progressives that nominated Theodore Roosevelt and split the Republican Party.

3. Woodrow Wilson became the choice of the Democrats who were also under the influence of the Progressives.

4. Wilson also offered strong leadership of his party and the country. He employed the power of patronage.

5. Results of "New Freedom" included the following:

   - Tariffs were lowered to encourage competition.
   - The Federal Reserve System was created to supervise banks and create "flexible" currency.

- The Clayton Anti-Trust Act strengthened the Sherman Anti-Trust Laws.
- The Federal Trade Commission could stop unfair practices at once.
- A child labor law was passed.
- The Adamson Act legislated an eight-hour day for railroad workers.

6. Wilson's progressive approach was different from Roosevelt's.

   - Wilson emphasized intellect, reason and logic.
   - He swayed crowds by his effective oratory.
   - He rarely compromised on basic issues.

W. What Caused the Progressive Movement to Weaken?

1. The movement failed to end the power of political machines.

2. It was unable to overcome public apathy.

3. By the early 1920s many suggested reforms had become laws.

4. There was more concern with foreign affairs following World War I.

5. Public hysteria towards the "Red scare" lessened concern for reforms.

X. Why Are the 1920s Often Considered "a Pause in Politics"?

1. The return to normalcy occured in the 1920s The idealism that was so obvious during the Progressive era evaporated.

   - Isolation from foreign affairs became the concern of the government.
   - Apathy towards reform followed the Progressive era.
   - Harding, Coolidge and Hoover were presidents who believed in less government involvement in domestic and foreign affairs.

2. The twenties are sometimes called the "Golden Twenties" because business boomed and the American economy prospered.

3. New nationalism or anti-foreign movement, with the Ku Klux Klan revived.

4. The twenties are also remembered as the Prohibition era (18th Amendment, 1919)

   - Criminal syndicates grew rapidly in this era.
   - The amendment was repealed by the 21st Amendment, 1933.
   - Jazz, "flappers" and the "lost generation" were indications of protest against the conformity and complacency of the twenties.

Y. What Were the Causes of the Stock Market Crash in 1929?

1. The flaws in the business boom in the 1920s were: "sick" industries, overproductions in agriculture, low purchasing power of consumers and speculation in the stock market and in real estate.

2. The stock market crash occured in 1929; it was followed by the Great Depression.

   - Production, prices, profits, wages and employment declined sharply.
   - A mood of despair appeared throughout the country.

Z. Which Reforms Aided Recovery During the "New Deal"?

1. The "New Deal," under the Democrats and Franklin D. Roosevelt, shaped life in the U.S. in the thirties and early forties. (1933-1945).

   - Under Franklin D. Roosevelt's strong leadership, the following were attempted to regain prosperity in the country.
     . Bank Holiday
     . the Hundred Days
     . use of the Brain Trust
     . regulation of capitalism
     . relief, reforms and recovery programs for the poor, the farmer, the businessman, the worker, and to assist the economic recovery.

2. Laws passed were: Federal Emergency Relief Act; Agricultural Adjustment Act; National Industrial Recovery Act; National Labor Relations Act; Social Security Act; Fair Labor Standards Act; Food, Drug, and Domestic Act.

3. Agencies developed were: CCC; PWA; WPA; HOLD; FDIS; TVA; SEC.

4. The government moved from laissez-faire to regulated capitalism and greatly expanded its role in our society.

AA. What Were the Benefits and Failures of the "New Deal"?

1. The success of the New Deal were the following:

   - It restored optimism and improved the economic status.
   - It provided work relief.
     . This enriched the country with roads, public buildings, dams, and parks.
   - It also gave back self respect to those who could not find work.
   - Government spending helped the economy recover.
   - The government successfully regulated capitalism.
   - It expanded federal power over the economic system while maintaining democratic methods and personal freedoms

2. The failures were:

   - The New Deal failed to gain the confidence of the business community.
   - It wasted money on some valueless work relief programs.
   - It increased the national debt through deficit spending.
   - It failed to eliminate unemployment (eight million in 1939).
   - The government engaged in "socialistic" experiments, and passed unconstitutional laws.

- It increased the number of federal employees and created a bureaucracy of agencies.

BB. Was the "New Deal" a Revolution or Evolution?

1. The New Deal effected deficit spending and increased the growth of federal power, especially over the economy. This was considered a revolutionary break with American traditions.

2. As an evolution the New Deal can be said to have been a continuation of the Populist and Progressive heritage.

THEME III: AMERICAN FOREIGN POLICY: (1789-1943) FROM ISOLATIONISM TO INTERNATIONALISM

Overview

The purpose of this unit is to assist students in examining how foreign policy is made. Students will explore various foreign policies of this country at different stages of its development.

Students should also gain insight into the various factors that influence the shaping of U.S. diplomacy; and they should develop a chronological picture of foreign policy development from George Washington as a movement between isolationalism and internationalism.

A. What is Meant by Foreign Policy?

Foreign policies are the attempts by nations to maintain favorable economic military, ideological and social relationships with other countries.

B. What Factors Influence the Shaping of Foreign Policy?

1. National interest influences U.S. foreign policy.

- Economic interests affect foreign policy; tariffs, foreign loans, dollar diplomacy and economic imperialism.
- Military security influences foreign policy: NATO, SEATO, CENTO, Panama

Canal and military position in Southeast Asia and the Middle East.
- Ideology influences foreign policy: Make the world safe for democracy.
- Social interests affect foreign policy: foreign policy groups, ethnic organizations, and special interest groups.

2. The desire for international cooperation shapes U.S. foreign policy.

- The U.S. plays a major role in the United Nations and its specialized agencies.
- The U.S. participates in U.S. international conferences, such as those on tariffs, SALT talks, OAS, etc.
- It gives aid to developing countries and nations.
- It gives assistance to less developed countries.

3. The U.S. must attempt to balance its desire for international cooperation with its own national interest.

- Conflicts exist between the expansion of American economic interest and international cooperation in tariff reductions, interantional monetary stability, and regional trading agreement.
- Conflicts exist between U.S. military security and policies of other countries in the Middle East, Southeast Asia, South America and Eastern Europe.

4. The goals of American foreign policy have gone through a series of historic changes,

shifting among different dominant views of foreign policy.

- Isolationism is separation from the rest of the world as far as possible.
- Imperialism attempts to control other parts of the world.
- Internationalism calls for cooperation through treaties, foreign aid, loans or assistance to less developed nations, and participation in the United Nations.

C. How Is Foreign Policy Carried Out?

1. The Constitution invests the President with decisive powers in foreign policy.

   - The President is the ultimate decision-maker, spokesman for the nation, has use of the media for gaining support for policies and acts as the highest ambassador to other countries.

2. The Secretary of State is advisor, negotiator, administrator of staff and embassies abroad.

3. Other agencies in the Executive Department carry out foreign policy. Such agencies include National Security Council, Joint Chiefs of Staff, Secretary of Defense, Central Intelligence Agency, agencies involved with foreign aid programs, other cabinet departments.

4. Congress plays a role in foreign policy.

   - Special Constitutional powers are given to the Senate:

- approval of treaties and presidential appointments - with the House - declaration of war.
- power to approve or disapprove all expenditures necessary to carry out any foreign policy.

- Committees of Congress also play key roles. Examples are: Senate Foreign Relations Committee, special investigative committees such as those on American policy in Vietnam and the Iranian hostage crises.
- Whether or not Congress gives bi-partisan support for a particular policy is also a critical factor.

5. Individuals and groups outside of government influence the making of foreign policy.

- Pressure groups, business and labor groups, religious organizations, ethnic groups, and registered lobbyists for foreign governments work to influence policies for their own interests.
- Newspaper editorials, columnists, radio and television reports, magazines, educational associations, scholars, statesmen, surveys and polls also exert influence.

D. Why Did Washington Introduce the Concept of Isolationism?

1. There were practical reasons for this policy.

- The U.S. lacked military and naval power.
- The U.S. could lose its independence if involved and defeated in a war.
- The young country's need to invest its energies in its own development.

2. There were historical events which influenced the formation of this policy.

   - France asked aid from the U.S. in her war with England on the basis of our French alliance of 1778.
   - The U.S., said Washington, would not join in the European War in progress.
   - The eagerness of Americans to help France in her war with England made Washington sound the warning before he retired.
   - Washington said "Steer clear of alliances with Europe; have as little political connection with them as possible."
   - The effects of the French Revolution on American society were pro and con.

I. How Did Jefferson Carry Out Foreign Policy?

1. The Louisiana Purchase shifted America's foreign policy.

   - Jefferson purchased Louisiana under presidential power to make treaties - a broad interpretation of the Constitution.
   - The purchase removed French influence from North America.

2. To avoid U.S. involvement in European wars, Jefferson asked Congress to pass the Embargo Act.

   - The Embargo Act (1807-1809) forbade American ships from sailing to foreign ports.
   - It prohibited American exports to all foreign countries.

- The purpose of the act was to prevent Britain and France from seizing American ships.
- However, the policy hurt U.S. shipping and some shipowners defied the policy.
- It was repealed two years later.

F. What Forces Led to the War of 1812?

1. Britain continued to seize American ships.

2. Many people believed that Britain was inciting Indian warfare in the U.S.

3. The "War Hawks" were ambitious to annex Canada and Florida.

4. Resentment of Britain dated back to Revolutionary days.

5. British and American historians interpret the war differently.

G. What Were the Results of The War of 1812?

1. New England shipping opposed the war; e.g., the Hartford Convention.

2. There was increased isolation for the U.S. as the country concerned itself with domestic problems following the war.

3. America's industrial development started after the war.

H. How Was the Monroe Doctrine a Significant Policy?

1. The development of the Monroe Doctrine was

influenced by the 19th century revolutions in Latin America.

2. The Monroe Doctrine extended and emphasized our policy of isolationism from European powers (1823).

   - It established a new policy of not permitting European interference in the Western Hemisphere as "dangerous to our peace and safety."
     - It was not a law or treaty, but a part of the President's annual message.
     - It would get Latin American trade for the U.S. and Great Britain.
     - It stopped the Quadruple Alliance (Great Britain, Prussia, Russia, Austria) from involvement in the Westerr Hemisphere.
   - It stipulated that the U.S. would not interfere in the affairs of Europe.

3. The Monroe Doctrine was a key element in American policy for years afterward.

I. Was the Mexican War Justified?

The Texas question affected American foreign policy in the 1840's.

- The presidential election of James K. Polk emphasized the annexation of Texas.
- The annexation of Texas was a cause of the war.
- Sectional interests and the belief known as Manifest Destiny played a role in the war.
- The Treaty of Guadalupe Hidalgo (1848) identified the Rio Grande as the southern

boundary of Texas, and California and New Mexico became parts of the U.S.
- Mexicans retained ill will towards the U.S. as a result of the war and the annexation of Texas.

J. Was the Spanish American War Necessary?

1. The Ostend Manifesto was issued by three American ministers in Europe (1804) and declared that the U.S. would seize Cuba unless it was sold to her.

2. U.S. interest in Cuba subsided following the Civil War.

3. When Cuba revolted Americans sympathized with the Cubans in their desire for independence.

4. American investors had interests in sugar and tobacco plantations.

5. The Decome Letter (written by a Spanish minister in Washington) criticized President McKinley as a weakling.

6. The Jingo Press branded this letter as an insult to the U.S.

7. The Hearst and Pulitzer newspapers used various incidents to build up war spirit against Spain - "Yellow Journalism."

8. U.S. declared war following the sinking of the "Maine."

K. What Were the Effects of the Spanish-American War on U.S. Foreign Policy?

1. Spain was thoroughly beaten.

2. The war concluded with the Treaty of Paris.

   - Cuba became independent (The Teller Resolution had declared that the U.S. would not annex Cuba at the end of the war.)
   - Puerto Rico and Guam were ceded to the U.S.
   - The Philippine Islands were purchased for twenty million dollars.

3. The Platt Amendment was included in the Cuban Constitution.
   - Cuba would not make treaties without U.S. consent.
   - Cuba granted U.S. naval bases.
   - Cuba would borrow no money without U.S. consent.
   - The U.S. could intervene to preserve Cuban independence.

L. Was American Foreign Policy in Latin America a Wise Policy?

1. In the Maximilian Affair (1862-1867): Napoleon III of France tried to conquer Mexico during the U.S. Civil War

   - He sent Maximilian and his wife to become Emperor and Empress of Mexico.
   - After the war the U.S. demanded withdrawal of French troops. Maximilian was killed and French troops withdrew.
   - This affair demonstrated the United States' determination to enforce the Monroe Doctrine

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2. In the Venezuela Boundary Dispute (1890) Great Britain threatened to use force to settle the boundary between Venezuela and British Guiana.
   - President Cleveland suggested arbitration.

3. In the Venezuela Debt Dispute (1902) Venezuela was unable to pay her European debts.

   - Germany, Italy and Great Britain threatened to collect payments by intervention.
   - President Theodore Roosevelt avoided European invasion by securing arbitration of the dispute.

4. In the Santo Domingo Debt Projects (1904) Santo Domingo was unable to pay her European debts.

   - European nations prepared to take over control of her customs.
   - The U.S. intervened and took over Santo Domingo's affairs by treaty and collected customs money to pay the Europeans.

5. The Roosevelt Corollary:

   - That the U.S. would exercise "international police power" developed from this dispute.

6. The Cuban Treaty of 1934 (part of F.D.R.'s Good Neighbor Policy) ended U.S. intervention in Cuban affairs.

M. Was the Open Door Policy a Good Policy?

1. Various foreign powers were developing

spheres of influence in China.

2. John Hay proposed equal trading rights for all nations in China - the "open door."

   - This was reluctantly agreed upon.
   - It was not accepted in practice.

3. This Open Door Policy later expanded to mean no territorial seizures in China.

4. The Boxer Rebellion (Chinese) was suppressed by many nations.

   - China was required to pay indemnities to the foreign powers.
   - Part of the U.S. indemnity was used for education of Chinese students in U.S.

N. How Did Japan React to Western Imperialism?

1. Commodore Perry's visit led to the opening of Japan.

2. Commercial treaties with Japan followed.

3. Japan became impressed with Western technology and transformed herself into a modern nation.

4. Japan turned to imperialism which led to conflicts with the U.S.

O. What Changes Did the Roosevelt Corollary and Dollar Diplomacy Make on U.S. Foreign Policy?

1. The Roosevelt Corollary to the Monroe Doctrine was part of Roosevelt's "big stick"

policy.

- Under Monroe Doctrine the U.S. prohibited European powers from collecting their debts.
- The U.S. would act as a guardian and intervene in Latin American countries to see that the debts were paid.

2. Dollar Diplomacy expanded the Roosevelt Corollary.

- Encouragement of American bankers to invest in Latin America was known as "dollar diplomacy."
- President Taft expanded our role as "policeman" of the western hemisphere.
- The U.S. sent troops to keep the peace and collect customs in Latin America.
- Taft opened American investments in Latin America by offering military and diplomatic support.
- If a crisis developed, U.S. collected customs to pay American investors.
  - U.S. landed marines in Santo Domingo to supervise elections and collect customs.
  - When American investments were endangered by an uprising in Nicaragua, American marines occupied the country for many years.
  - Inability to pay foreign debts in Haiti and disorderly elections resulted in marines landing to restore order and take charge of customs.

P. How Did the Acquisition of the Panama Canal Affect American Diplomacy?

1. There was a choice of localities: Panama or Nicaragua.

   - The Commission favored Nicaragua; Congress favored Panama.
   - Panama was a province of Colombia.
   - Colombia refused to sign the treaty permitting the U.S. to build a canal.
   - Panama revolted and became independent, with the aid of the U.S.

2. The U.S. signed the Hay-Bunau-Varilla Treaty giving the U.S. control of the Canal Zone.

3. The Virgin Islands were purchased from Denmark for $25,000,000. The islands were to be used as naval bases and an outer defense for the canal.

4. Resentment by Panamanians of U.S. control has created problems.

Q. How Has the U.S. Governed Puerto Rico in the 20th Century?

1. Puerto Rico was ceded to the U.S. following the Spanish American War.

   - According to the Foraker Act (1900) Puerto Rico was assigned the status of unincorporated territory.
   - As an unincorporated territory, Puerto Rico was not designated for statehood.
   - The President of the U.S. would appoint the island's governor and the upper house of the legislature.
   - Puerto Ricans would elect the lower house.

2. The Jones Act (1917) granted Puerto Ricans American citizenship and the right to elect both houses of the legislature.

3. The right to elect their governor was given by law in 1947.

   - Luis Munoz Marin was the first elected governor.

4. Puerto Rico was given Commonwealth status in 1952.

5. Puerto Ricans do not vote in Presidential elections and do not elect Congressmen.

   - They do send a Resident Commissioner to Washington to speak on measures before the House.
   - Puerto Ricans are subject to most federal laws; however, they are exempt from federal income taxes on the island.

6. Operation Bootstrap was a major effort to improve economic conditions in Puerto Rico which met with some success.

   - Today there are movements for statehood and for independence.

R. How Did the U.S. and Mexico Face Difficulties During the Early 1900's?

1. American investors were interested in Mexican oil, minerals, railroads.

2. The Constitution (1917) provided for nationalization of all foreign investments.

3. The Mexican Revolution of 1911 resulted in damage to property and considerable loss of life.

4. President Wilson retained a policy of "watchful waiting."

5. The arrest of American sailors in Vera Cruz resulted in American occupation of the seaport.

   - Argentina, Brazil, and Chile mediated the dispute.

6. Pancho Villa led several raids into the U.S. and murdered a number of citizens.

   - General Pershing was sent to seize Villa.
   - Villa avoided capture.
   - In 1917 Wilson withdrew the troops.
   - Troubled relations continued.

7. The Good Neighbor Policy was promulgated by President Franklin D. Roosevelt.

   - Mexico was asked to compensate foreign investors.

S. Why Did the U.S. Enter World War I?

1. European nations turned Europe into a "powder keg;" nationalism, imperialism, militarism and the lack of an international peace force led to World War I.

2. Reason for the U.S. entrance in W.W.I were: unrestricted submarine warfare by Germany,

Allied propaganda, economic interest, national security.

T. How Was the War Effort Conducted?

1. Money for the war was raised by taxes on luxuries and incomes.

2. The draft was begun to raise an army.

3. American troops entered the war in 1917.

4. By late 1918 the Germans surrendered and an armistice was accepted.

U. What Was the Issue After World War I?

1. Following World War I, the U.S. was torn between isolationism and international cooperation.

2. Wilson's program was for international cooperation.

   - Major points in the Fourteen Points included :
     - open treaties of peace
     - removal of international trade barriers
     - reduction of armaments
     - impartial adjustments of colonial claims
     - adjustment of European boundaries
     - self determination
     - League of Nations.

3. The Senate defeated the Treaty of Versailles and the U.S.'s entrance into the League of Nations.

- The feeling was that membership in the League would violate the United States' tradition of isolationism.

- Other major powers did not join, were expelled, or withdrew from the League which disbanded in 1946 transferring its properties to the United Nations.

4. The U.S. followed an isolationist policy from 1920 to 1939.

V. How Did the U.S. Become Involved in International Treaties Following World War I?

1. To avoid a naval armaments race and reduce the tax burden, the U.S., Great Britain, Japan, France and Italy agreed at the Washington Conference to stop building large war ships, and maintain capital ships for each nation in a ratio of 5.5; 3; 1.67; 1.67, respectively.

2. The U.S., along with other nations, agreed to respect China's independence in the Nine Power Treaty.

3. In the Kellogg-Briand Pact(1928) an agreement was signed to settle all disputes peacefully and to outlaw war.

   - The U.S., Germany, Japan, Italy and other nations signed this idealistic pact.
   - A declaration, known as the Stinson Doctrine, stated that the U.S. would not recognize the conquest of any territory obtained in violation of the Kellogg-Briand Pact.

Why Did the Peace and Disarmament Movement Fail?

1. The "have not" nations insisted on the return of their colonies.

2. Japan violated the Nine Power Treaty and invaded Manchuria.

3. Militarism in Japan, Fascism in Italy, and Nazism in Germany led to aggression and violation of treaties.

   - Italy invaded Ethiopia.
   - Germany remilitarized the Rhine.
   - The Spanish Civil War served as a testing ground for new weapons and military tactics for Germany.
   - Germany invaded and annexed Austria, Czechoslovakia, Albania and Poland.

4. There was no effective opposition to acts of aggression.

5. Japan, Germany, and Italy withdrew from the League and formed the Rome-Berlin-Tokyo Axis.

How Did U.S. Foreign Policy Shift to the Good Neighbor Policy of the 1930's?

1. In an attempt to improve Latin American relations, President Franklin D. Roosevelt stated "the policy of the good neighbor."

   - Rights of Latin American countries would be respected.
   - Trade would be increased.
   - Nazi influence would be forestalled.

2. In practice, marines were withdrawn from Haiti.

3. Cuba would no longer be a protectorate.

4. U.S. would not intervene in internal affairs of Panama.

5. Mexico's right to expropriate American oil properties was acknowledged.

6. The Pan American doctrine replaced the Monroe Doctrine, and Roosevelt Corollary: no intervention in internal or external affairs of another.

   - A threat to the peace of one would be considered a threat to all 21 American republics.
   - Cultural activities would be promoted to gain better understandings of each other's cultures.

Y. How Did Events of the 1930's Force U.S. Entry Into World War II?

1. U.S. Congress passed two Neutrality Acts.

   - These Acts prohibited sale of weapons to nations at war and loans to belligerents.
   - Americans were also prohibited from sailing on ships of beligerents.
   - American merchant ships were restricted from entering into war zones.

2. By 1940 France had fallen to Germany. England stood alone between the U.S. and a hostile world.

3. A huge air force was authorized by Congress, and the Selective Service Act was passed.

4. The Lend Lease Act of 1941 was passed authorizing the President to lend or lease goods to a nation he deemed necessary for the defense of the U.S.

5. Japan's plans for an empire in eastern Asia which violated the Open Door Policy was condemned.

   - An embargo on the sale of aviation gasoline scrap iron, etc., to Japan was ordered by President Roosevelt

6. Japan bombed Pearl Harbor December 7, 1941, and the U.S. declared war.

7. Germany and Italy declared war on the U.S.

What Were the Immediate Results of World War II?

1. Expenditures for military costs and property damages were more than $1,300 billion.

2. Over 22 million people were killed and over 34 million wounded; six million died in the Holocaust.

3. The totalitarian systems of Germany, Japan and Italy were overthrown.

4. Russia acquired an empire of Communist satellite nations.

5. Western imperialism in Asia and Africa began its decline.

6. The U.S. emerged as a major world power.

7. The United Nations was organized with the U.S. as a member.

AA. How Did the Major World War II Conferences Change American Foreign Policy?

1. The Atlantic Charter was issued in 1941 after a meeting by Roosevelt and Churchill.
   - It was a simple statement of principles.
   - The U.S. and Great Britain desired no territorial gains.
   - People should have the right to choose their own form of government.
   - Force should be abandoned by all nations.
   - The U.S. and Great Britain would attempt to form an international organization.

2. In 1942 the Allied nations met in Washington, D.C. pledged support for the Atlantic Charter and adopted the name United Nations.

3. The Yalta Conference, (1945) was attended by Roosevelt, Churchill, and Stalin.
   - They decided upon the procedures for voting in the U.N. Security Council.

4. The United Nations was established. At the San Francisco Conference, (1945) fifty nations met.
   - The U.N. Charter was completed.
   - The Senate of the U.S. approved American membership.
   - The U.S. provided the U.N. with headquarters in New York City.

5. At the Potsdam Conference, (1945) England, U.S., and U.S.S.R. established joint occupation of Germany, the city of Berlin, and Austria.

   - Four major zones were established pending the signing of treaties.
   - No treaty was ever signed.

THEME IV: UNITED STATES DOMESTIC AND FOREIGN POLICY FROM WW II TO THE PRESENT

Overview

The purpose of this theme is to guide students in understanding the recent past, the events experienced within the lifetimes of their parents and grandparents. The influence of these events can be readily seen in the present. Whenever possible, current events should be analyzed for their relation to the shaping patterns of the past. It is our hope that as students complete this course they will be firmly grounded in the principles of democratic government, and will themselves participate fully in the shaping of the future of our society.

A. Why Did Cold War Foreign Policy Evolve?

1. Following W.W. II, the Big Three -- Roosevelt, Churchill, Stalin -- met at Yalta and Potsdam.

   - Provisions of the agreement included:

     . dividing Germany into four occupation zones
     . disarmament
     . procedures for voting in the U.N. Security Council
     . recognition of the Mongolian People's Republic which was under Soviet protection
     . recognition of Soviet occupation and rights in other Asian countries

2. The West and Russia came into conflict over Germany.

   - The Berlin Blockade occurred from 1948 - 1949.
   - The Russian zone of Germany became an East German state.
   - Russia called non-Communist countries "war mongers," and capitalists.

3. Communism expanded in Europe, Asia, Cuba, and Africa.

4. Barriers between communist nations and the West were referred to as the "iron curtain."

5. The Warsaw Pact became an alliance of communist nations with Russia.

   - Yugoslavia, under Tito, became free of Russian control.
   - Aid was given to Tito by the U.S.

B. Was the Truman Foreign Policy after W.W.II Wise?

1. The Truman Doctrine expounded the policy of the U.S. to support free peoples against communist aggression.

2. Economic and military aid were given to Greece and Turkey.

   - Both countries put down communist attempts at domination.

3. The Marshall Plan, or European Recovery Plan, promoted economic recovery, furthered political stability, reduced communist influence in West European countries.

   - Billions of dollars were provided by the U.S. for recovery.
   - Most of the money was spent in the U.S. for foodstuffs, raw materials, and machinery.

4. In 1949 twelve nations, including the U.S., formed the North Atlantic Treaty Organizations as a defensive military alliance.

5. Eight nations, including the U.S., formed the Southeast Asia Treaty Organization as a defensive military alliance in 1954.

   - Following communist triumphs in Indo-China, SEATO was phased out.

6. The U.S. also has treaties such as O.A.S., Anzus Pact, etc.

7. The Point Four Program was developed to contain communism. Technical assistance was given to underdeveloped nations.

C. How Did U.S. Policy in the Far East Affect China and Japan?

1. Following W.W. II Chiang Kai-Shek established a dictatorship in China.

   - The regime received $2 billion in loans and military supplies from the U.S.

- He did not improve conditions for the masses.
- In 1949 the Chinese Communists defeated the Nationalists.
- Chiang Kai-shek fled to Taiwan (Formosa).

2. The Communists proclaimed the People's Republic of China under the leadership of Premier Chou En-lai and Communist Party head, Mao Tse-tung.

3. The U.S. recognized the Nationalists government in Taiwan; opposed Red China's admission to the U.N.; fought to prevent a Communist takeover in South Vietnam; and signed Mutual Defense Treaties pledging to defend South Korea and Taiwan.

4. Japan, under MacArthur's direction, adopted a democratic constitution.

   - Economic and social reforms were promoted.
   - A peace treaty was signed in 1952 confirming Japan as an ally of the U.S.
   - Close commercial and cultural ties developed.
   - American forces remained in Japan for defense.

D. How Was McCarthyism a Response to Communism?

1. Senator Joseph McCarthy of Wisconsin insisted that the State Department contained a large number of communists.

2. House (HUAC) and Senate Committee hearings were conducted to uncover communists.

3. Public reaction to Russia's expansion in Europe and the Communist revolution in China resulted in the public's belief in monolithic communism.

   - This resulted in spy trials, and the question of loyalty oaths.
   - Laws against subversion were passed by Congress (Smith Act and McCarran Act).

4. McCarthy alerted the nation to the dangers of Communism; however, he was also labeled a demagogue who defined treason beyond its constitutional meaning.

E. How Did the U.S. Become Involved in the Korean War?

1. In 1950 the North Korean army crossed the 38th parallel and invaded South Korea.

2. President Truman pledged U.S. aid to South Korea.

3. Later in the war Chinese Communists came to the aid of North Korea.

4. A stalemate developed as Truman insisted the war was strictly a "police action" by the U.S.

F. Was the Eisenhower Administration's Foreign Policy Different from Truman's?

1. Eisenhower played a major role in ending the Korean conflict.

2. The Dulles doctrine of economic and military aid and of massive retaliation became an

important part of U.S. foreign policy.

3. The Paris Agreement (1951) granted Germany its sovereignty and admitted West Germany into NATO.

4. SEATO was created to prevent further communist expansion in Asia.

5. The Eisenhower Doctrine offered the Middle East nations economic and military aid because of the fear of communist infiltration.

6. Sputnik was a stimulant to the arms race.

7. Even as concessions were offered to the Poles by Khrushchev, the revolt was crushed in Hungary.

8. The U.S. sent troops into Lebanon in 1958.

9. Fidel Castro led a communist rebellion in Cuba and forced out Batista.

   - Eisenhower broke diplomatic relations with Cuba.
   - The fear of the spread of communism in Latin America continued.

10. Independent African nations developed a bloc within the U.N. that required reevaluation of U.S. foreign policy.

11. Attempts at reducing world tensions were made by Eisenhower as summit conference plans were made with Khrushchev and then abandoned.

G. How Successful Was John F. Kennedy's Foreign Policy?

1. John F. Kennedy brought the idea of a "New Frontier" approach in dealing with domestic affairs, foreign policy, and in the space program.

2. The ten-year Alliance for Progress to aid Latin America, the Peace Corps, and accelerated programs that brought Americans into orbit evolved under Kennedy. II.

3. However, failure of the U.S. to effectively support the Cuban invasion (Bay of Pigs) in April, 1961 led to the entrenchment of the communist-backed Castro regime, only 90 miles from U.S. soil.

   - Soviet offensive missiles installed in Cuba resulted in a naval "quarantine" of the island, and troops moved into position to eliminate the threat to U.S. security.
   - Khrushchev ordered the removal of the missiles.

4. A limited test-ban treaty was signed in Moscow in 1963.

5. On the Indo-Chinese peninsula, the Northern-supplied communist Viet Cong threat continued to expand.

   - Military "instructors" were sent to South Vietnam.
   - The Domino theory (belief that if one Asian country fell to communism, the others would fall) affected U.S. policy in Vietnam.

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- The number of American advisers and technicians sent to Vietnam increased.

5. Kennedy also proposed medical care for the aged, expanded area redevelopment, and aid to education.

   - These measures were defeated.
   - He won important victories on minimum wage and trade legislation.

To What Extent Did the Civil Rights Movement of the Post W.W. II Period Change Life in the U.S.?

1. Although the U.S. fought W.W. II to destroy racist Nazism in Europe, at home racial discrimination certainly existed.

   - Black soldiers faced segregation and discrimination in the military.
   - By executive orders, President Truman began the integration of personnel in the armed forces.
   - Bills proposed by Truman to prohibit the poll tax and bar discrimination in voting and employment were filibustered by Southern senators.
   - During the Eisenshower administration, desegregation of the armed forces was completed.

2. The Brown v. Board of Education of Topeka, Kansas Supreme Court decision against segregation in public schools reversed the Plessy v. Ferguson decision.

   - Eisenhower enforced that decision at Little Rock, Arkansas.

3. Congress also passed the Civil Rights Acts of 1957 and 1960.

4. President Kennedy, by executive orders, prohibited discrimination in the sale of housing financed or insured by the federal government and in employment.

   - He referred to the race problem as a "moral crisis" in the country.

5. Under Johnson, Congress passed the Civil Rights Act of 1964 to protect voting rights and outlaw discrimination in employment and in places of public accommodation.

6. The Voting Rights Act of 1965 was also passed.

   - It assured all Americans their right to vote.

7. The Civil Rights Act of 1968 prohibited discrimination in the rental and sale of most housing.

8. Johnson also undertook a "war on poverty."

9. The Kerner Commission Report stated that while blacks had made gains, the nation was moving toward two societies -- one black, one white -- separate and unequal.

I. How Was Martin Luther King's Approach to Segregation and Discrimination Different From Malcolm X's?

1. During the early 1960s there appeared to be

hope in the black community -- favorable court decisions, civil rights movement and direct action, such as the March on Washington, and the support of many whites.

2. The leading spirit for civil disobedience during the late fifties and early sixties was Martin Luther King.

   - He urged blacks to struggle against injustice by nonviolent resistance.
   - Dr. King was awarded the Nobel Peace Prize in 1964.
   - He effectively used nonviolent methods many times.
   - King was murdered in 1968, in Tennessee, where he had gone to lead a protest march for striking sanitation men.

3. Malcolm X, a Black Muslim and top aide of Elijah Muhammad, advocated complete separation of blacks from the white world.

   - The Muslims maintained their own schools, stores, and other community facilities.
   - Malcolm X later gave up the rigid racist position and formed his own organization.
   - He was assassinated in 1965.

Why Did "Black Nationalism" Renew the Emphasis on Integration?

1. Although laws and Supreme Court decisions outlawed legal segregation in the U.S., defacto racial segregation remained a part of the lives of most Americans.

2. Federal pressures for integration were expressed in the 1964 Civil Rights Act (allowing the federal government to deny financial aid to state programs practicing discrimination); and the 1965 Elementary and Secondary Education Act (authorizing federal funds for distribution to local school districts).

3. Under the "Warren Court," dual systems of education were rejected, and delays in integration were denounced.

4. In 1971 the busing issue became pronounced.

   - In Swann v. Board of Education of Charlotte Mecklenburg the Supreme Court upheld the busing of children as a proper means of overcoming state-imposed school segregation.
   - President Nixon in 1972 expressed his opposition to compulsory busing.
   - Beginning in 1972, limits were placed on busing.
   - In 1974 the Supreme Court held that unless the districts involved deliberately practiced discrimination, interdistrict busing is not required by the Constitution.

5. Growing frustration and shifting emphasis in the black community brought about the emphasis in black naturalism.

   - The Black Panthers advocated confrontation with "the white power structure" and the use of force, if necessary.
   - The expression "black power" became an objective of several members of the black community.

- Advocates of "black power" scorned integration and emphasized economic, political, and social power in black neighborhoods.

Why Didn't Lyndon Baines Johnson's Vision of a "Great Society" Become a Reality?

1. President Johnson in 1964 stressed his "Great Society" program: keep our economy growing, offer opportunities for all Americans, and improve the quality of life for all.

2. Legislation was proposed and passed by Congress: a comprehensive program of aid to education; a medicare law which offered basic health coverage, and health insurance; a reduction in excise taxes to stimulate buying and production; an increase in funding to the Office of Economic Opportunity's anti-poverty program; and an authorization of $7.5 billion to improve the nation's housing.

3. At the peak of Johnson's program, the war in Vietnam absorbed the nation's resources and the administration's concern.

4. The war abroad, unrest and violence at home, unfavorable reaction to busing and to affirmative action programs, demonstrations against the war, and the assassinations of Martin Luther King and Robert F. Kennedy brought about the end of efforts toward Johnson's "Great Society."

L. How Did the Vietnam War Become a Turning Point in U.S. Foreign Policy?

1. U.S. involvement grew from the Eisenhower period through Johnson's administration.

2. Johnson had a cold-war view of the world.

   - The "domino theory" was accepted with respect to Southeast Asia.
   - The U.S. increased its involvement in Vietnam from 20,000 to 500,000 troops.

3. Many Americans were opposed to the conflict.

   - It was viewed as a civil war.
   - The anti-draft movement developed.
   - Peace marches grew; the American people reacted to T.V. presentation of them.
   - The 1968 Democratic Party Convention demonstrated how the war was splitting society.

4. McGovern's and McCarthy's views on Vietnam differed from the administration's.

5. There were many effects of the war.

   - There was no consensus among Americans.
   - It undercut the "War Against Poverty."
   - Neo-isolationism became popular.
   - L.B.J. was destroyed as a leader; Nixon was elected.
   - The U.S. image and credibility in the eyes of foreign nations were damaged.

1. How Did Domestic Problems and the War in Vietnam Lead to Johnson's Removal as a Presidential Candidate?

1. Demonstrations against the war in Vietnam, the white backlash against strong Civil Rights legislation and protests against inflation resulted in reduced majorities in Congress for the democrats in 1966.

2. By 1968 Johnson's policies in Vietnam faced criticism from "hawks" and "doves."

3. Eugene McCarthy declared his intention to campaign for the Presidency in opposition to the administration's policy in Vietnam.

   - The nation's youth in the thousands supported McCarthy.

4. Robert F. Kennedy also announced he would seek the Democratic nomination.

5. President Johnson announced that he would not run for re-election.

6. Upon Robert F. Kennedy's assassination, Hubert H. Humphrey became the Democratic nominee.

7. The Democratic convention was witnessed by millions of viewers as violence by police erupted against young people demonstrating in Chicago.

8. Nixon won a narrow victory over Humphrey in the Presidential election.

N. How Did Nixon's Administration Affect the U.S.?

1. The Nixon administration was handicapped by both branches of Congress remaining strongly Democratic.

   - Nixon inherited the Vietnam War, the arms race, urban rehabilitation, and racial unrest.
   - Nixon's stated objective was "to bring America together."
   - He was convinced that the "silent majority" of Americans stood between extreme conservatism and extreme liberalism and attempted to hold to a center line.

2. A vacancy in the Supreme Court offered him an opportunity to possibly move the Court to his own view of a strict interpretation of the Constitution.

   - Warren E. Burger was appointed as Chief Justice replacing Earl Warren.
   - He was unable to gain confirmation for two other nominees to fill vacancies.

3. The President also insisted on cutting down federal spending.

   - He believed that many programs were unwise and poorly administered.
   - Military spending, however, he considered essential.
   - Inflation was controlled by reducing expenditures in education, welfare, housing, urban renewal, and anti-pollution measures.

4. The Federal Reserve was encouraged to increase interest rates sharply in order to limit credit and control inflation.

5. In addition, he announced a freeze on wages, prices, and rents; the rate of inflation slowed a little.

6. A program to make the U.S. free of all foreign countries for its energy requirements by the early 1980s was started.

7. A revenue-sharing bill was signed that channeled federal revenues to states and local communities.

   - This was his "new federalism," or the decentralizing of the power of the national government.

8. In foreign policy, Nixon's administration had American troops invade Cambodia with the expressed objective of destroying ammunition supplies of the Vietcong.

9. Widespread demonstrations against the war continued in the U.S.

10. "No more Vietnams" became the cry of many Americans.

    - In 1973 Congress passed the War Powers Act providing that no President could send American troops into combat for a period longer than 60 days unless Congress approved.
    - Congress could order the immediate removal of troops.

11. Another part of Nixon's foreign policy was to give military and economic aid to anti-communist countries.

12. He placed emphasis on skillful and realistic diplomacy.

- Henry Kissinger was chosen as his chief advisor for foreign affairs.
- "Personal diplomacy" became their method of dealing with foreign countries.
- In 1972 Kissinger was appointed as Secretary of State.

O. How Did President Nixon's Policy of Detente Toward China and the Soviet Union Mark a Change in America's Foreign Relations?

1. Following eight days of "frank discussions" between President Nixon and Chairman Mao Tse-tung of China, an agreement between the two countries was made.

- They would not seek dominance in the Asian Pacific region; and they would cooperate in preventing other powers from doing so.
- A trade agreement was also made.
- In addition, U.S. military forces would eventually be removed from Taiwan and Indo-China.

2. Detente, or relaxation of tensions, was agreed upon by the Soviet Union and President Nixon.

- They agreed to improve trade and to tackle world problems involving space, health, and the environment.

- Documents were signed with the intention to limit nuclear armaments.
- The proposed agreement was known as the Strategic Arms Limitation Talks (SALT).
- An agreement on the reduction of offensive weapons was not reached; however, Nixon insisted that American policy, with the Soviet Union, had moved "from confrontation to coexistance to cooperation."

P. Did Watergate Represent a Turning Point in American History?

1. Upon the failure of the attempted burglary of Democratic National Committee offices in Washington's Watergate Apartments complex, it became apparent that the Committee to re-elect Nixon was behind the affair.

- Investigations of the burglary led to evidence that the administration set up a White House secret police authorized to break federal laws in the name of "national security."
- Officials of the White House staff were indicted.
- Some were convicted and went to jail.
- Tapes of Nixon's conversations in the White House were subpoenaed.
- The tapes, although portions had been erased, indicated that Nixon had misrepresented his own part in the Watergate scandals.

2. Three Articles of Impeachment were approved by the House Judiciary Committee: obstruction of justice, abuse of power, and willful disobedience of subpoenas issued by the House of Representatives.

- Nixon resigned from office August 8, 1974.
- At issue had been the preservation of our system of checks and balances, the principle of the separation of powers, and the rule of law itself.

Q. Which Problems Will Confront Us in the 80s?

1. The energy crisis continues to plague most nations on the earth.

   - Conservation and harnessing the energy of the sun are two necessities for the eighties.

2. As new inventions and discoveries solve previous problems, new problems will arise.

   - Built-in obsolescence, no doubt, will accompany the rapid changes which are predicted for the underdeveloped and the industrialized world.
   - Along with automation and change, will come insecurity and instability.

3. A major question which we must answer is whether or not an industrialized, democratic nation in a troubled world can solve its problems and relieve the pressures effected by racism, sexism, poverty, a deteriorating environment and the dilemma of the arms race and nuclear energy?

4. To ameliorate these problems requires idealism, in addition to intelligent leadership and an informed and actively participating public.

American Studies
Performance Objectives

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME I - THE CONSTITUTION AND THE GOVERNMENT		Students will be able to:
Why Are Governments Necessary?	Governments are created for many reasons: to defend against outside invasion, maintain peace, provide services which individuals cannot provide, protect individual liberties, maintain justice and rectify social irregularities.	Explain and illustrate five reasons why governments are created.
How Are Governments Organized?	Governments may be organized in many ways: absolute monarchies, dictatorships, oligarchies, democracies.	Contrast the organization of absolute monarchies, dictatorships, oligarchies, and democracies.
Why Did the American Revolution Occur?	Several factors led to protest and ultimately revolution: - End of salutory neglect - Idea of "rights" of an Englishman - Colonial reaction to the passage of the Grenville program, the Townshend Duties, and the Intolerable Acts.	Identify three main causes of the American Revolution.
How Does the Declaration of Independence Justify the American Revolution?	There were political and strategic reasons for the issuance of the Declaration of Independence. The Declaration of Independence:	Explain the philosophy of government embodied in the Declaration of Independence.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- stated the concept that governments are there to serve the people - emphasized the idea of limited sovereignty - justified rebelling because of past treatment by the King of England. Declaring independence might gain assistance from France for the colonies.	List two reasons why the Colonials declared their independence.
What Were the Weaknesses of the Government Under the Articles of Confederation?	Under the Articles of Confederation, the central government had limited powers and each state retained its sovereignty. The creation of a weak executive and a government of limited power led to problems. Shays' Rebellion convinced many people that the government was not able to rule effectively.	Explain the purpose of the Articles of Confederation. Describe the weaknesses of the Articles of Confederation. State the results of Shays' Rebellion.
Why Was the Constitutional Convention Called a "Bundle of Compromises"?	Most men at the convention were middle class property owners and lawyers. They believed in the need for stronger national government.	Describe the backgrounds of the participants at the convention and their views about government.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Is Congress Structured and What Powers Does It Have?	Specific powers of Senate and House of Representatives are listed in the Constitution. There are constitutional requirements for holding office. Apportionment for Representatives is calculated from the ratio of population of the state to the population of the nation. The census influences apportionment of congressional seats.	Compare the composition of the House of Representatives and the Senate. Identify powers unique to the House and to the Senate.
How Do Committees, Pressure Groups and Minority Parties Affect the Law-Making Process?	Congress is a political body subject to pressure from special interest groups, the public, and the President. Concern for re-election influences lawmakers. Congressional Committees are very important in the law-making process. The law-making process has become so complicated that special committees and experts have great influence. The roles of lobbyists and pressure groups are significant. The majority party has greater influence than the minority party if it acts in cohesive fashion.	Demonstrate how special interest groups can affect the law-making process. Illustrate the importance of congressional committees in the law-making process. Compare the power of the majority party with the minority party. Explain the arguments for each side of the question: "Should a congressional representative be responsible to conscience or constituency?"

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	The minority criticizes and acts as a check on the majority party.	
How Does a Bill Become a Law?	Suggestions are made to Senators and Representatives. There is a series of steps from the drafting of a bill to the steps where the House and Senate vote to determine whether or not the bill will become a law. A bill must be passed by the Senate and the House of Representatives and signed by the President in order to become a law.	List the various steps in the law-making process.
How Does the Checks and Balance Principle Operate?	Each part of the Federal government has limited powers. The President can check Congress; Congress can check the President; the Supreme Court can check both Congress and the President by declaring a law or action unconstitutional. Checks and balances were embodied in government to:	Explain what the term "checks and balances" means. List three reasons why checks and balances were embodied in the Constitution. State two criticisms of checks and balances, and illustrate with a current problem.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- Prevent tyranny - Protect minority rights - Prevent rash, unwise decisions In modern times criticism of checks and balances has arisen. Critics believe: - Government is too slow-moving - Certain problems in foreign affairs and within U.S. require swift action - Pressure groups are frequently able to forestall meaningful action. - No one is clearly responsible for government action or inaction.	
Can Our Congressional System Function Effectively or Does It Need to be Changed?	Suggestions for changing Congress: - Lengthen terms of representatives - Modify the seniority system - End the filibuster in the Senate - Limit the activities of lobbyists - Subsidize all campaign expenses - Eliminate gerrymandering - Control use of T.V. in campaigning.	Give three criticisms of our congressional system. Explain the nature and purpose of three suggestions for making Congress more democratic. Illustrate how T.V. and the media influence Congress' functioning.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Powerful Is the President?	The President has constitutional and non-constitutional powers. The difference between effective and ineffective presidents usually depends on their ability to use non-constitutional powers to get Congress to support their programs. The President is considered the leader of the free nations of the world. During 1914-1970 the President's role in foreign affairs grew. After World War II bi-partisan foreign policy enhanced the President's role.	List and explain four powers of the President. Illustrate how the President can use his role as leader of his political party to influence the law-making process. Explain two ways that T.V. affects the presidency. Explain two reasons why power of the President in foreign affairs has grown in modern times. Identify two ways Congress can check the President's power in foreign affairs.
How Is the President Prevented from Becoming Too Powerful and Perhaps a Threat to Democratic Government?	The Supreme Court can limit power by declaring certain laws unconstitutional. Congress can limit actions by law, e.g., legislation regarding no use of troops overseas without prior congressional legislation.	Give two arguments supporting the need for a strong President and two arguments for checking the President's power.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Is It Possible for One Person to be an Effective President?	The White House staff is larger in number and more complexly organized. The Cabinet has increased in size and the bureaucracies of each department have grown with government assuming more responsibilities. The effect of the aforementioned is to make it increasingly difficult for the President to have impact on the various areas for which he is responsible.	Explain the role of the White House staff. Recognize why it is difficult for a modern President to effectively do his job alone.
Is Our Method of Selecting a President Democratic?	There are constitutional requirements for eligibility for the office. The electoral college influences campaign strategy and how candidates are selected.	List three constitutional requirements that must be met in order to run for the presidency. Explain how the electoral college elects a president. Give a reason for abolishing the electoral college and a reason for keeping it.
Is Our Two-Party System an Obstacle to Democratic Government?	National political parties exist to get control of the government by winning elections.	Explain the relationship between national and state parties.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	There are really 50 Republican and 50 Democratic parties. The national party becomes important during presidential elections.	Illustrate the role of national parties during presidential elections.
	Party conventions select candidates and create party platforms.	List the purposes of national party conventions.
	Major political parties tend to be middle of the road and try to avoid taking strong positions on major issues.	Explain how third parties influence major parties.
	Third parties have served as stimulants for forcing major parties to deal with important issues.	
How Does the Existing Political Process Influence the Presidency?	The political system requires prospective candidates to: - be able to raise great sums of money for campaigning - convince local parties they can win - become involved in primary contests - make their appeal broad enough to attract constituencies of diverse economic, geographic, and cultural backgrounds - become skillful in using TV.	Explain why fund raising is crucial to running for the presidency. Illustrate how TV plays a role in campaigning. Explain why presidential candidates try to avoid taking specific stands on key issues. (Give an example from a current campaign if it is an election year.)

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Is the Supreme Court an Obstacle to Democracy?	The Supreme Court has appellate and original jurisdiction. Its appeals jurisdiction results in the court interpreting what the constitution means. Most cases originate in the Federal District Courts. The Supreme Court has appellate jurisdiction over state courts when the question is the constitutionality of an action or law. Marshall's court decisions illustrate how the court affects our government.	Define appellate and original jurisdiction. Explain how the Supreme Court influences our lives. List two reasons why some people oppose an activist court. Cite reasons for and against life appointments of Supreme Court judges. Analyze the expected or present effects of recent Supreme Court decisions.
Is the Constitution a Living Document?	There are two stages involved in creating a constitutional amendment - proposal and ratification. The process takes much time and requires much more than a majority. The reasons for making the process difficult were: - to prevent emotions of the moment from leading to an unwise decision. - to make certain the overwhelming majority of the people would favor the change. - a belief that adding further powers to the Federal government should be avoided. - to protect individual rights.	Explain the stages involved in creating a constitutional amendment. List two reasons why the process of adding amendments was made difficult and time consuming. Illustrate how the elastic clause adds power to the Federal government.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	The elastic clause allows Congress to expand its delegated powers. Federal controls of inter-state railroad, airplane, and telephone rates are examples.	
How Have Later Amendments Changed Our Government and Our Way of Life.	Amendments 13-15 are referred to as the Civil War Amendments. They extended rights to black men. The 14th Amendment has implication for extending rights based upon the Supreme Court's interpretation of the "due process" and "equal opportunity" sections. The 16-19th Amendments reflect the desires of the Progressive Movement. Amendments 22 and 25 refer to the office of the President. Amendments 23, 24 and 26 reflect attempts to extend voting rights to various groups.	List three ways the Civil War Amendments made U.S. a freer society. Explain how the 14th Amendment's "due process" section played a role in extending freedom. Explain how the 19th Amendment made the U.S. a freer society.
How Important is the Bill of Rights?	The term Bill of Rights refers to the first ten amendments. These were created to protect individual liberties. They accentuated the dilemma of having a strong, effective government and, at the same time, protecting individuals' freedoms.	Explain the purpose of the Bill of Rights. Recognize the dilemma created by wanting a strong government and strong protection of an individual's freedom. Illustrate with a current Supreme Court decision based on an amendment right.

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Does "Freedom of Religion" Mean?	The 1st Amendment guarantees freedom of religion. The following cases develop insights into the complexity and meaning of the concept of religious freedom: - Roger Williams, 1635 - West Virginia v. Barnette, 1943 - Everson v. Board of Education, 1947	Explain what the 1st Amendment states about religious freedom. Show the connection between Roger Williams and the idea of religious freedom. Demonstrate how two court cases added to the meaning of religious freedom.
Do We Really Have "Freedom of Expression"?	The 1st Amendment refers to freedom of expression. Freedom of speech is not unlimited. The following cases indicate where freedom of expressions is limited: - N.Y. Times v. Sullivan, 1964 - Schenck v. U.S., 1919 - Gitlow v. N.Y., 1925 - Dennis v. U.S., 1951	Define freedom of expression as used in the Constitution. Explain how three cases shaped the meaning and/or limitations of freedom of expression.
Does the Bill of Rights Guarantee Equal Opportunity to All?	The 14th Amendment has been interpreted to mean that the Bill of Rights applies to state as well as federal government. The provision of the amendment that guarantees equal opportunity has been interpreted by the courts in a manner that extends equality and prevents	Explain what the term "due process" means. Illustrate how the 14th Amendment has been used to extend equality. Contrast the implications of Plessy v. Ferguson with the Brown case.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	various types of discrimination. The following cases illustrate court decisions related to equal opportunities in the states: - Plessy v. Ferguson, 1896 - Sweatt v. Painter, 1950 - Brown v. Board of Education, 1954 - Lombard v. Louisiana, 1963	
Are the Limits to "Search and Seizure" a Danger to Society or a Necessity for Individual Liberty?	The 4th Amendment includes the phrase "the right of the people to be secure in their persons, home, papers and effects, against unreasonable search and seizure". The following court cases shed light on the meaning of this constitutional provision and pose situations where limitations would be considered where warranted: - Writs of Assistance, 1961 - Dumbra v. U.S., 1925 - U.S. v. Rabinowitz, 1950	Explain how the 4th Amendment protects an individual's liberties. Illustrate how the 4th Amendment's protections are limited.
What Are the Guidelines Used by the Courts in Determining Rights of the Defendants?	The term "due process" as used in the Constitution, is meant to insure that "fair" procedures are adhered to in the process of guaranteeing the rights of the accused. The question of how	Explain how "due process" affects the rights of a defendant. Illustrate how "due process" has been applied in two court cases.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	to protect society and an individual's rights to "due process" is a controversial one. The following cases illustrate how the Supreme Court has elaborated upon the meaning of the phrase: - Tumey v. Ohio, 1927 - Rideau v. Louisiana, 1963 - Gideon v. Wainwright, 1963 - Miranda v. Arizona, 1966	
How Do State Legislatures Operate?	Bi-cameralism (two-house legislatures) is a standard form of government in all states except Nebraska. The upper house is called the Senate, the lower house Assembly (as in New York) or the House of Representatives. Population should be the basis for apportionment. Legislatures pass laws to protect and promote the public health and safety of its citizens and regulate business within the state.	Explain the meaning of bi-cameralism. List three powers of the state legislature.
How Do States Use Direct Legislation?	The initiative and referendum are devices used by individuals and groups for proposed legislation.	Define initiative and referendum.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Initiatives or propositions are new laws suggested by the people and listed on the ballots in a general election. A referendum is voter approval or rejection of proposed legislation.	
How Does a Governor Function at the State Level?	The governor is the chief executive of the state; elected by the voters of the state. He/she may be removed from office by the impeachment process. He/she executes, enforces and administers the laws of the state, is commander-in-chief of the state militia, can call special sessions of the legislature and has veto power. The governor also has the power to pardon, parole, remit release and commute sentences.	Explain the role of the governor. List three powers of the governor.
What Are the Responsibilities of Other State Executive Officials?	The lieutenant governor, treasurer, comptroller and attorney general are key state officials: - the lieutenant governor presides over the State Senate and sits as acting governor when the governor is out of the state.	Identify role of key state officials.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- The state treasurer collects state taxes and pays bills. - The comptroller examines the accounts of state agencies. - The attorney general sees that laws are enforced and he represents the state in court.	
How Does the State Court System Function?	The justice of the peace, magistrates courts, municipal courts, trial courts, appellate courts and state supreme courts are components of the state court system: - Justices of the peace resolve minor legal matters in some states. - Magistrate courts are generally being replaced by municipal courts which handle some specific types of cases: probate (hearings dealing with a dead person's estate), civil suits (disputes over legal rights or duties), misdemeanors and violations. - Trial courts hear all types of cases. An individual may have trial by jury or leave the decision to the presiding judge. - Appellate courts review the legal points and courtroom procedures used by lower courts. - State supreme courts are the final interpretation of a state's laws and constitution, and a final court of appeal. A decision may be reviewed by the U.S. Supreme Court.	Make a chart of the various courts in New York State system.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Types of Laws Apply to State Courts?	State constitutional law, statutory law, criminal law, civil law, and common law are essential for the legal system to work effectively. - Constitutional law relates to interpretations of the Constitution. - Statutory law deals with prescribed laws or written offices. - Criminal law deals with misdemeanors and felonies. - Civil law involves a dispute between two or more people. - Common law relates to unwritten laws dealing with customs, usages, and previous decisions.	Define the meaning of two types of law applying to state legal systems.
How Are Local Governments Organized?	County government varies throughout the country in size, population, structure and function. Counties are divisions of the state given the authority to administer the law and provide needed public services. Some areas have combined county and township governments. Frequently managers are hired by elected boards to carry out policies.	Analyze the significance of county government. Define the meaning of township government.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Towns and townships are a separate unit of county government in which the townships take over many functions given to counties.	
How Do Municipal Governments Operate?	The charter issued by the state is the city's basic law (constitution). New York City has a mayor-council system with an elected mayor who enforces laws passed by the council. Some cities have a commission form of government in which voters elect up to five commissioners who sit collectively as the city council. Other cities have a council-manager form made up of a strong council, a weak mayor, and a city manager appointed by the council.	Compare the mayor-council to the commission form, or council-manager form of city governments.
How Are State and Local Governments Financed?	State and local spending policies vary from place to place. Various taxes - sales, income, property assessment - are important sources of revenue.	Explain the methods for financing state and local governments.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME II - THE CIVIL WAR AND PLURALISM		Students will be able to:
How Did the Rise of Sectionalism Weaken Nationalism?	Sectionalism is primary loyalty to one's state or section of the country. - The South was concerned with plantations and slavery. - The Northeast was concerned with industrialization and manufacturing. - The West developed small farms, livestock and grain.	Explain and illustrate how sectionalism weakens nationalism.
How Did Sectional Disputes Develop?	Several problems led to sectional disputes: - North Carolina's protest against the tariff of 1828 resulted in a cry for nullification and "states' rights." - There were sectional reactions to internal improvements paid for by the national government. - Western reaction to the Second Bank of the U.S. was negative. - The extension of slavery into new territories was a major issue.	Analyze three issues that led to sectional disputes.
Why Did Compromising Fail to Bring About a Lasting Calm?	The "peculiar institution" affected the slave and the master negatively. Slavery was defended by the Southerners and denounced by the abolitionists.	Analyze the effects of slavery on the master and the slave. Explain the reasons for the need to compromise the slave issue.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	The application for admission into the Union of the western territories threatened the balance of the Senate. - Attempts to resolve the dispute over slavery as the nation expanded westward merely postponed the crisis. Such compromises were: . Missouri Compromise of 1820 . Compromise of 1850 . Kansas-Nebraska Act of 1854	Identify and illustrate the effects of westward expansion and the three compromises. Illustrate the reactions of Northerners and Southerners to the Kansas-Nebraska Act.
	Anxiety in Congress resulted in inadequate solutions to the problems created by slavery. - "Bleeding Kansas" resulted from influx of pro- and anti-slavery advocates. - The Dred Scott Decision increased polarization.	Analyze the effects of the Dred Scott Decision on slavery.
	John Brown's raid on Harper's Ferry was considered admirable by many Northerners and repulsive to Southerners.	Analyze the differing perceptions of Southerners and Northerners regarding John Brown's raid.
What Were the Causes of the Civil War?	There were multiple causes of the Civil War.	Identify the economic, social, and political differences between the North and South.
	The inability to resolve sectional economic, social, and political differences continued.	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	The issue of slavery intensified. For abolitionists, it was a moral issue. For Southerners, it involved their economic system.	Describe the writings and operations of the abolitionists.
		Evaluate the economics of slavery.
	Each compromise failed to resolve the problem. The Ostend Manifesto was even recommended by the South.	State the intentions of the Ostend Manifesto.
	The rise of the Republican Party, and the election of Lincoln widened the schism between North and South.	Discuss the rise of the Republican Party.
	The Montgomery Convention and secession from the Union brought the country to the brink of war.	Analyze the reasons the South seceded from the Union.
	The Confederacy fired on Fort Sumter.	
Why Was the Union Successful in the Civil War?	Comparatively, the Union had the advantage of manpower, army and navy strength, more developed industry, more available money, and good transportation.	Contrast the strengths of the Union to those of the Confederacy.
	The Confederacy had better generals, cotton to sell, and the advantage of fighting close to home.	Explain why "big business" gained strength during the Civil War.
	There was continued stimulation of industry during the war in the North which also resulted in the increased strength of "big business."	

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Was Lincoln's Role as President During the Civil War?	Lincoln played a major role during the Civil War. His stated objective was to save the Union. - He had almost dictatorial powers during the war. - The Gettysburg Address states the Union's reasons for the war. - The Emancipation Proclamation freed the slaves in the Confederacy. - Lincoln's second Inaugural Address stated his attitude towards reconstruction. - He was assassinated before reconstruction began.	Identify Lincoln's role as President during the Civil War. Analyze the conflict between saving the Union and eliminating slavery. Distinguish between the Emancipation Proclamation and the 13th Amendment.
How Did This Nation Reunify and How Was Democracy Advanced During Reconstruction?	The Reconstruction period lasted from 1865 to 1877. Lincoln's plan for Reconstruction was to pardon the South except for its leaders. He proposed a 10% plan for the return to the states of the right to govern themselves Andrew Johnson held similar views. Conflict developed between "Radical Republicans" and Andrew Johnson. Charles Sumner and Thaddeus Stevens desired harsh treatment of South. Various laws and amendments were passed under the leadership of the "Radical Republicans" which advanced democracy:	Describe Lincoln's plan for Reconstruction. Explain the differences in the "Radical Republicans'" plan and Andrew Johnson's plan.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- Civil Rights Act of 1866 - Freedmen's Bureau Act of 1866 - the 14th Amendment - Reconstruction Act of 1867 - the 15th Amendment	Summarize the purpose of the Civil Rights Act of 1866. List two functions of the Freedmen's Bureau. Analyze the effects of the Reconstruction Act of 1867. Explain the purposes of the 14th and 15th Amendments.
Did Reconstruction Result in Lasting Reforms?	Southern states reacted to Reconstruction with the black codes, a sharecropping system and the KKK. States avoided the 14th and 15th Amendments by the poll tax, literacy requirements, grandfather clause, denial of membership in the Democratic Party to blacks, and Jim Crow laws. Northerners became more concerned with economic growth. The Amnesty Act of 1872 restored the right to vote to Southerners. With the election of Hayes as President by the House of Representatives, troops were removed from the South. From Plessy v Ferguson in 1896 to Brown v Board of Education in 1954, separate but equal was the policy of the South and the law of the land.	Describe and illustrate the reaction of Southern states to Reconstruction. Explain how Southern states avoided the 14th and 15th Amendments. Explain the reasons Northerners became less interested in the South. Analyze the election of Tilden versus Hayes in 1876 Demonstrate how the Supreme Court changed its mind by deciding the case of Brown v Board of Education of Topeka in 1954.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Was the Reaction to Early Immigration in this Nation?	The reasons for immigration from western Europe in the early 1800s were economic, social, and political.	Identify and illustrate an economic, a social, and a political reason for Western Europeans to immigrate to this country in the early 1800s.
	This country was considered the land of opportunity.	
	There was a fear that foreigners would change traditional ways of life that were already undergoing changes.	Explain the reasons for the negative attitudes demonstrated by popular reaction to the "foreigners."
	The Know-Nothing party developed and showed some success.	
How Did the Character of Immigration Change Following 1868?	Southern and Eastern Europeans immigrated to this country following the Civil War.	Identify the immigrants who came to this country in the 1860s.
	They fled poverty, taxes, military service in Italy, Greece, Hungary, Russia, etc.	Explain why they came to this country.
Why Was There Opposition to the Eastern Europeans?	Opposition to the Eastern European immigrants was because of the closed frontier, competition for jobs and the development of ghettos in cities.	Identify and explain three reasons for the opposition to the "new" immigrants.
	The immigrants were looked upon as breeders of disease and crime. Prejudice against cultural strangeness,	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	speech, skin color, and religion was voiced. The theory of Nordic supremacy was advocated.	
How Was Immigration Restricted in this Country?	Various laws were passed to restrict immigration into this country: The Chinese Exclusion Act, Gentlemen's Agreement, the Literacy Test Act, the Emergency Quota Act, the Immigration Act, the National Origin Plan. From 1931 to 1940, only 530,000 immigrants arrived.	Identify five acts passed by Congress to limit immigration into the U.S.
What Contributions Were Made by Immigrants to this Country?	Immigrants made many contributions to the U.S. They increased the labor pool and brought special talents and cultural heritages to this country. They also made contributions to politics, science, education. Several contributors were: Alexander G. Bell, Andrew Carnegie, Eleuthere Dupont, John Roebling, Albert Einstein, Ieoh Ming Pei.	List and illustrate five contributions of immigrants to this country.
Which Concepts Are Related to the Role of Immigrants in Our Society?	There are differing concepts related to the role of immigrants in our society:	Distinguish between the terms: "melting pot," cultural pluralism, assimilation, and ethnocentrism.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- The "melting pot" refers to the fusion of different groups into one "American." - The "salad bowl" concept, or cultural pluralism, refers to the retention of one's own culture while contributing to the whole. - Assimilation refers to the conforming to patterns already established in the U.S. - Ethnocentrism refers to considering one's ethnic group superior to others.	
Why Did Blacks Migrate to Northern Cities 1910-1930?	Blacks migrated to the northern cities because of: - segregation, discrimination, and extreme poverty in the South, - expanding industries in the North, - restrictive immigration laws for foreigners.	Explain and illustrate three reasons why blacks migrated to the northern cities.
How Were Blacks Hindered from Improving Their Conditions?	Blacks found varying forms of discrimination in the North. Blacks were crowded into ghettos, and segregated schools. They were given the lowest paid jobs with very few opportunities to advance or join labor unions. They were segregated on federal jobs in Washington, D.C.	List the forms of discrimination which confronted blacks in the North. Analyze the reasons blacks were discriminated against.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	They were segregated in the armed forces.	
How Was Booker T. Washington's Advice to Blacks Different from that of W.E.B. DuBois?	Booker T. Washington advised blacks to accept second class citizenship. Blacks should learn trades and useful skills. They should ignore social and political equality. DuBois insisted that blacks should unite and fight for all rights - political, social, and economic.	Contrast Booker T. Washington's advice to blacks with DuBois' advice.
What Contributions Have Blacks Made to American Life?	Blacks have made many contributions to American Life: - Crispus Attucks died in the "Boston Massacre." - Blacks participated in the American Revolution, the Civil War, World War I and World War II. - Blacks were active in southern politics during Reconstruction. - George Washington Carver, Jesse Owens, Joe Louis, A. Phillip Randolph, W. C. Handy are examples of blacks who have made outstanding individual contributions.	Document five contributions made by blacks to this country.
What Was the Origin and Program of the Populist Movement?	The Populist Movement developed in rural areas in the 1880s. Farmers were dissatisfied with industrialism and the present political parties. They adopted the following platform:	Identify the Populists and their platform.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- coinage of silver at 16 to 1 - a graduated income tax - government ownership of telephone, telegraph, and railroad systems - secret ballots and direct elections of senators. - shorter working hours for laborers.	Explain the reasons for the rise of the Populist Party.
	Agitation of the Populists led to the Interstate Commerce Act (1887), and the Sherman Anti-Trust Act.	
	The party had an impressive showing in the election of 1892. One million popular votes and twenty two electoral votes were received. This was more successful than any third party candidate had ever been.	Analyze the successes of the Populist Movement, and its influence as a party.
	The Populist Movement is considered a failure because: - the Interstate Commerce Act, and Sherman Anti-trust Acts did not prevent the consolidation of "big business." - there was no strong or lasting alliance between poor whites and black southerners. - the Populist Party disappeared.	Discuss and analyze the failure of the Populist Party.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Was the Origin and Program of the Progressive Movement?	The Progressive Movement was developed in urban areas. It included the middle class, laborers, farmers, writers, and political leaders. They adopted the following program: - restoration of control of the government to the rank and file of the people. - correction of the abuses and injustices of urban industrialization - government regulation of big business - standards of honesty for government and big business	Identify the Progressives and their platform. Explain the reasons for the rise of the Progressives.
	The Progressives became directly involved with urban improvements. - Jane Addams, Jacob Riis, and Lillian Wald became involved with the problems of slums. - The "muckrakers" such as Ida Tarbell, Upton Sinclair, Frank Norris, and Jack London were writers who exposed corruption in business and politics. - Lincoln Steffens was concerned with special privileges from government. - Robert M. La Follette, Charles Evans Hughes, and Hiram Johnson held public offices and fought corruption.	Document the changes effected by the three Progressives. Identify and explain the concerns of four "muckrakers." Explain the evils of privileges in government as described by Lincoln Steffens.
Why Was the Progressive Movement Considered a Success?	The Progressives were able to win victories at the city, state and federal levels:	Identify the concerns of three Progressives who held public office.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- adoption of the Australian ballot (secret ballot); - adoption in states of the initiative, referendums, and recall; - adoption of the direct primary in party politics; - adoption of the 16th, 17th, and 19th Amendments; - reform of city governments; - adoption of consumer protection laws; - adoption of workmen's compensation laws.	List and explain seven successes of the Progressives. Differentiate between the Progressives and Populists.
Which Reforms Were Promoted by Theodore Roosevelt under the "Square Deal"?	Theodore Roosevelt was a Progressive who provided colorful, dynamic, and forceful leadership. Under his "Square Deal," he advocated honesty and fairness in government and business; and he stressed greater economic opportunity for the individual. - He began over forty anti-trust suits and became known as the "Trust Buster." - He encouraged a conservation movement. - He urged the passage of consumer protection acts. - He used presidential powers to settle the Anthracite Coal strike.	Explain the "Square Deal" that was promoted by Theodore Roosevelt. Identify and explain four successes of Theodore Roosevelt as a Progressive.
Why Was the "Square Deal" Considered to be of Limited Success?	Although Theodore Roosevelt was able to dissolve several trusts, when he left office in 1909, corporations were doing informally what they had done as trusts.	Identify and illustrate the failings of the "Square Deal."

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	In addition, blacks were not included in the "Square Deal."	
How Did President Wilson Extend Reforms under the "New Freedom"?	Woodrow Wilson was a scholar who approached running the government in a quieter, more disciplined manner than that of Theodore Roosevelt. He appealed to reason rather than emotion. The successes of his "New Freedom" were: - Tariffs were lowered to encourage competition. - The Federal Reserve System was created to supervise banks and create "flexible" currency. - The Clayton Anti-trust Act strengthened the Sherman Anti-trust laws. - The Federal Trade Commission could stop unfair practices at once. - A child labor law was passed. - The Adamson Act legislated an eight-hour day for railroad workers.	Contrast Wilson's approach to government to that of Theodore Roosevelt's. Identify and analyze the reforms in domestic affairs accomplished by Wilson. Illustrate the degree to which the "New Freedom" extended the "Square Deal."
What Were the Failings of the Progressive Movement under Wilson?	Under Wilson, the Progressive Movement failed to end the power of political machines. Wilson and the Progressives were unable to overcome public apathy. There was greater concern with foreign affairs following World War I; and the "Red scare" became a major concern.	Identify and analyze the failings of the Progressive Movement under Wilson.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Why Are the 1920s Often Called a "Pause in Politics"?	During the 1920s there was a "return to normalcy." There appeared to be a loss in idealism which had been identified with Progressivism. Harding, Coolidge and Hoover were the presidents during this period.	Explain the "Pause in Politics" during the "Roaring Twenties."
What Were the Causes of the Stock Market Crash in 1929?	There were flaws in the business boom in the 1920s. - There were "sick industries." - There was over production in agriculture. - Consumers had low purchasing power. - There was wide speculation in the stock market.	List and explain four reasons why the stock market crashed in 1929.
Which Reforms under Franklin D. Roosevelt Aided Recovery During "The New Deal"?	Franklin Roosevelt's "New Deal" promoted hope, courage and will power. Reforms he attempted were concerned with relief, reform, and recovery. Immediate attempts at recovery were the "Bank Holiday," the "Hundred Days," and the "Brain Trust." Laws passed during the Roosevelt administration were Federal Emergency Relief Act, Agricultural Adjustment Act, National Industrial Recovery Act, National Labor Relations Act, Social Security Act, Fair Labor Standards Act, and the Food, Drug, and Domestic Act.	Explain why hope, courage, and will power were needed during the "Depression." Analyze the "Hundred Days" of F.D.R.'s administration. Identify and evaluate the effect of six laws passed to curtail the depression.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Agencies developed were the CCC, P.W.A., W.P.A., HOLC, FDIC, TVA, SEC.	Explain the effect of four agencies developed during the 1930s.
What Were the Benefits and Failures of the "New Deal"?	The benefits of the "New Deal" to the nation were: - It restored optimism and created a slight improvement in the economic status. - It provided work relief to enable the return of self respect to the unemployed. - It enriched the nation with roads, public buildings, dams, and parks. - It regulated capitalism. - It expanded federal power over the economic system while maintaining democratic methods and personal freedoms.	List and explain five benefits of the "New Deal."
	The "New Deal" had several failings: - It failed to gain the confidence of the business community. - It wasted money on valueless work-relief programs. - It increased the national debt through deficit spending. - It failed to eliminate unemployment. - It engaged in "socialistic" experiments and passed unconstitutional laws. - It increased the number of federal employees and created a bureaucracy of agencies.	List six failings of the "New Deal."

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Was the "New Deal" a Revolution or Evolution?	The "New Deal" was a revolution in that deficit spending was encouraged; and there was a growth of federal power, especially over the economy. This was a break with tradition. The "New Deal" was an evolution in that it was a continuation of the Populist and Progressive heritage.	Compare the revolutionary and evolutionary aspects of the "New Deal."

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME III - AMERICAN FOREIGN POLICY 1789 - 1945: ISOLATIONISM TO INTERNATIONALISM		
		Student will be able to:
What is Meant by Foreign Policy?	Foreign policies are the attempts by nations to maintain a favorable balance in economic, military, ideological and social relationships with other countries. American foreign policy affects us and the rest of the world.	Explain the meaning of foreign policy.
	The goals of American foreign policy have gone through a series of historic changes, shifting among different dominant views of foreign policy: - Isolationism is separation from the rest of the world as far as possible. - Imperialism attempts to control other parts of the world - Internationalism calls for cooperation through various treaties, foreign aid, loans or assistance to less developed nations, and participation in the United Nations.	List examples of U.S. foreign policy which illustrate isolationism, imperialism, and internationalism.
How Is Foreign Policy Carried Out?	The President's role in foreign policy is that of ultimate decision-maker, of spokesman for the nation, a user of the media for support and the nation's highest overseas ambassador. The Secretary of State is the adviser to the President, the negotiator of foreign policy, the administrator of state and of embassies abroad.	Explain the powers and duties of the President and the executive branch in the field of foreign policy.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Other agencies in the Executive Department (National Security Council, Joint Chiefs of Staff, Secretary of Defense, Central Intelligence Agency) also assist the President in foreign policy.	
	Congress plays a major role in foreign policy. The Senate must approve all treaties and Presidential appointments.	Analyze the power and the role played by Congress in the foreign policy process.
	Both the Senate and House must declare war and allocate money for expenses.	
	Committees were established to investigate foreign involvements.	
Why Did Washington Introduce the Concept of Isolationism?	President Washington introduced the concept of isolationism which became an early cornerstone of our foreign policy. There were practical reasons for this policy: - the U.S. lacked military and naval power and might lose its independence if defeated in a war. - The young country needed to invest its energies in its own development.	Explain the meaning of isolationism Discuss Washington's reasons for recommending isolationism in his Farewell Address.
How Did Jefferson Carry Out Foreign Policy?	The Louisiana Purchase shifted America's foreign policy. Jefferson purchased Louisiana under presidential power to make treaties, a loose interpretation of the Constitution.	Explain the significance of the Louisiana Territory as it changed American foreign policy.
	The purchase removed French influence in North America.	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	To avoid U.S. involvement in European wars, Jefferson asked Congress to pass the Embargo Act. The Embargo Act (1807-1809) forbade American ships to sail to foreign ports and disallowed American exports to all foreign countries.	
	The intended effect of the Embargo Act was to persuade England and France to change their policies toward American shipping. The policy hurt U.S. shipping interests and was repealed two years later.	Contrast the intended and actual effects of the Embargo Act.
Was the War of 1812 Inevitable?	The Napoleonic War created problems for the United States. Various forces and occurrences led to war. - Britain continued to seize American ships, sometimes imprisoning American sailors. - Many people believed that Britain was inciting Indian raids in the U.S. - The "War Hawks" were ambitious to annex Canada and Florida. - Resentment of Britain dated back to Revolutionary days.	Explain the fundamental causes of the War of 1812. Interpret the special interests of New Englanders or the "War Hawks" and how these interests affected their attitudes toward the war.
What Were the Results	There was increased isolation for the U.S. as the country concerned itself with domestic problems following the War of 1812. Increased industrialization also followed the war.	Evaluate the results of the War of 1812. Analyze why the end of the war gave rise to increased isolationism.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Was the Monroe Doctrine a Significant Policy?	The revolutions in Latin America in the earlier part of the 19th Century influenced American foreign policy. President Monroe feared foreign intervention in the Western hemisphere and issued the Monroe Doctrine: - The Western Hemisphere was closed to further European colonization. - The U.S. would not interfere in internal affairs of any European power. - Intervention would be regarded "dangerous to our peace and safety."	Interpret the significance of the Monroe Doctrine.
Was the Spanish-American War Necessary?	The Cuban Revolt influenced America's position regarding Spain in 1898. Americans had economic interests in Cuba; and "yellow journalism" exaggerated Spanish atrocities. The destruction of the battleship Maine started the war. The results of the Spanish-American War shifted American foreign policy in Latin America.	Describe the series of events that led to the Spanish-American War.
What Were the Effects of the Spanish-American War on American Foreign Policy?	The Treaty of Paris: - Cuba was freed from Spanish control - The Platt Amendment made Cuba a virtual protectorate of the U.S. (the U.S. intervened four times in Cuba). - Puerto Rico and Guam were ceded to the U.S.	Explain the provisions and results of the Treaty of Paris. Analyze the significance of the Platt Amendment.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- The Philippines were sold to the U.S. for 20 million dollars. The U.S. was now a world power with colonies in the Caribbean and Pacific.	
Was American Foreign Policy in Latin America a Wise Policy?	Various events influenced American foreign policy in Latin America during the 19th century. In the Maximilian Affair, Napoleon sent an army into Mexico to establish a protectorate under the puppet emperor Maximilian.. In a boundary dispute between British Guiana and Venezuela, the U.S. was ready to use force.	Explain the significance of the Maximilian Affair.
Was the Open Door Policy a Good Policy?	The Open Door Policy opened China to American economic, political and social interests; however, the U.S. annexed no territory.	Identify the importance of the Open Door Policy. Analyze why other nations agreed to it in principle, but did not abide by its provisions.
How Did Japan React to Western Imperialism?	Commodore Matthew C. Perry convinced Japan to open certain ports to American trade. Japan became impressed with Western technology and transformed itself into a modern nation. Japan turned to imperialism which led to conflicts with the U.S.	Contrast United States foreign policy regarding China and Japan from 1890-1914.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Changes Did the Roosevelt Corollary and Dollar Diplomacy Make in U.S. Foreign Policy?	The Roosevelt Corollary, the "Dollar Diplomacy" affected America's role in Latin America. The Roosevelt Corollary was a statement by Theodore Roosevelt declaring that the U.S. was the policeman of the Western Hemisphere. - The "Big Stick" Policy Under "Dollar Diplomacy," the Taft administration gave strong diplomatic and military support to American business interests in the Caribbean.	Explain the importance of the Roosevelt Corollary and "Dollar Diplomacy."
How Did the Acquisition of the Panama Canal Affect American Policy?	The Panama Canal would eliminate the six weeks voyage around South America from the Atlantic to the Pacific Ocean. In 1903 Colombia refused to sign the treaty giving the U.S. sovereignty over the six mile strip across Panama. Panamanians revolted. U.S. Marines landed to support the revolutionaries. The Hay-Bunau-Varilla Treaty gave the U.S. control of the ten-mile-wide canal zone in perpetuity for a price and a rental fee. As nationalism in Panama developed, Panamanians resented American control.	Explain how and why the U.S. acquired the Panama Canal Zone. Interpret the impact of the Hay-Bunau-Varilla Treaty.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Has the U.S. Governed Puerto Rico	The status of Puerto Rico has undergone many changes since 1900: - It was an unincorporated territory. - Jones Act granted Puerto Ricans American citizenship. - It was given commonwealth status.	Explain the changing role of Puerto Rico.
Why Did the U.S. Enter World War I?	European nations turned Europe into a "powder keg." Nationalism, imperialism, militarism and the lack of an international peace force led to World War I.	Analyze the conflicts among the European nations in 1914.
	Reasons for the U.S. entrance into World War I were: - Unrestricted submarine warfare by Germany - Allied propaganda - American economic interests - American security	Identify three reasons for the U.S. entering World War I.
What Were the Issues After World War I?	President Wilson tried to bring about a peace settlement (Fourteen Points) and the creation of a League of Nations following the war. The major points included: - open treaties of peace - removal of international trade barriers - reduction of armaments - impartial adjustments of colonial claims - adjustment of European boundaries	Discuss the feasibility and the results of Wilson's Fourteen Points.
Why Did the United States Return to an Isolationist Foreign Policy from 1920-1939?	The United States followed an isolationist policy from 1920-1939. This was due in part to: - disillusionment with World War I.	Describe three reasons for the United States' policy of isolationism from 1920-1939.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	- American tradition of isolation - refused to join League of Nations	
Why Did the Peace and Disarmament Movement Fail?	America was affected by aggression in various parts of the world. - Japan, Italy and Germany violated the nine power treaty - the Kellogg-Brand Pact which agreed to reaffirm the Open Door Policy and outlaw war - Fascism and Nazism became threats	Explain reasons for the Axis nations' aggression from 1931 - 1939.
How Did U.S. Foreign Policy Shift to the Good Neighbor Policy of the 1930s.	President F. D. Roosevelt attempted to win Latin American goodwill by the "Good Neighbor Policy." - Friendship was to overcome hostility felt by Latins toward the U.S. - Trade would be stimulated to spur economic recovery of the U.S. - Nazi influence in Latin America would be forestalled and hemisphere defenses would be strengthened. This policy led to the Pan-Americanization of the Monroe Doctrine.	Contrast the U.S. policy of Imperialism, and the Good Neighbor Policy. Cite an example of the Good Neighbor Policy.
How Did Events of the 1930s Cause the U.S. to Enter World War II?	The U.S. entered World War II following: - Neutrality Act of 1939 - Rise of opinion against Fascism and Nazism - Lend Lease Act - German military successes in Europe - Japanese attack on Pearl Harbor	Analyze the reasons the U.S. entered World War II.
	The war became a global war with the U.S. emerging as world leader and a member of the United Nations.	Contrast the U.S.'s position as a world leader following W.W.I with its position following W.W.II.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME IV - UNITED STATES FOREIGN POLICY FROM WORLD WAR II TO THE PRESENT		Students will be able to:
Why Did Cold War Foreign Policy Evolve?	The Yalta and Potsdam agreements contained the seeds of future problems. At Yalta and Potsdam (1945) the "Big Three" agreed to: - divide Germany into four military zones. - support free elections in Poland and throughout Europe. - recognize the Mongolian People's Republic which was under Soviet protection. - allow Soviet occupation and rights in other Asian countries. They also agreed on voting procedures for the U.N. Security Council and agreed to meet again to draw up a charter for the U.N.	Outline the major provisions of the Yalta and Potsdam agreements
	President Roosevelt has been accused of "surrendering" to Soviet demands. Soviet actions in Eastern Europe (Yugoslavia, Czechoslovakia, Germany, etc.) led the U.S. to be concerned about Russian expansionism.	Explain why Roosevelt was accused of giving in to Soviet demands.
206 Was the Truman Foreign Policy after W.W. II a Wise Policy?	The Marshall Plan was an attempt to rebuild Europe. Concern over Soviet expansion led to formulation of a policy of containment. The Middle East, Turkey and Greece became the focal points of U.S. vs. U.S.S.R. power politics.	Describe the nature and purpose of the Marshall Plan. 207

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	NATO, CENTO, the Point 4 Program, and the Truman Doctrine were specific agreements and policies developed to achieve containment: "U.S. must help free people maintain their free institutions and their national integrity."	Recognize the relationship between NATO, the Point 4 Program, Truman Doctrine and U.S. strategy of containment.
	The Berlin airlift demonstrated the U.S.'s and Britain's intention to remain in Berlin.	
How Was McCarthyism a Response to Communism?	Failure of U.S. policies in China, and successful Communist revolution in China, shocked the American people.	Explain why the Communists were successful in China.
	It was viewed as continued expansion of monolithic communism.	
	The spy trials (ex: Hiss-Chambers) led to additional anxieties and resulted in many Americans being susceptible to McCarthy's claims that disloyalty was the cause and had to be rooted out.	Define McCarthyism and describe its effect on the U.S.
	The Smith Act, McCarran Act and activities of the HUAC illustrate U.S. attitudes which reinforced McCarthyism.	
How Did the U.S. Become Involved in the Korean War?	In 1950 the North Korean army crossed the 38th Parallel and invaded South Korea. President Truman pledged U.S. aid to South Korea.	Explain how the U.S. became involved in the Korean War.
	Later in the war Chinese Communists came to the aid of North Korea. A stalemate developed as Truman insisted the war was strictly a "police action" by the U.S.	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How was the Eisenhower Administration Foreign Policy Different from Truman's?	President Eisenhower, with Secretary of State Dulles, offered economic and military aid to Middle East nations. They also offered armed assistance upon request to repel communism.	Explain the nature and purpose of the Eisenhower Doctrine.
	Eisenhower played a role in ending the Korean conflict.	
	The Paris Agreement (1954) granted Germany sovereignty and admitted West Germany into NATO.	Describe the impact of the Paris Agreement (1954) on the Western World.
	SEATO was created to prevent further communist expansion in Asia.	Compare the purpose of NATO to that of SEATO.
	Communism was still viewed as a monolithic entity.	
	The launching of the Sputnik acted as a stimulant to the arms race.	
	Some concessions were offered to the Poles by Khrushchev while in Hungary the revolt was crushed.	
	In Lebanon the Eisenhower Doctrine was tested as American troops were sent to prevent the overthrow of the pro-Western government.	
	Attempts at reducing world tensions were made by Eisenhower as Summit Conference plans were made with Khrushchev and abandoned. The cold war continued.	

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Successful Was J.F. Kennedy's Foreign Policy?	Kennedy was influenced by the fiasco of the Bay of Pigs.	
	The Alliance for Progress was an answer to the communist challenge in Latin America.	State the two goals of the Alliance for Progress.
	The concept of "flexible response" to foreign problems, including the possibility of limited war, was accepted by Kennedy.	
	There was an extension of the U.S. role in Laos in 1962 and growing involvement in the Indo-Chinese peninsula.	Explain how U.S. became more involved in the Indo-Chinese peninsula.
	In 1967 a policy goal was the establishment of a "stable" government in South Vietnam. Belief that if one Asian country fell to communism, the others would follow ("domino theory") became widespread.	
To What Extent Did the Civil Rights Movement of the Post-W.W.II Period Change Life in the U.S.?	The following provided impetus for change in the U.S.: - Reaction to Nazism - Experience of black American soldiers - President Truman's executive order integrating the army	Illustrate how W.W.II influenced the Civil Rights movement.
	- Supreme Court decisions, e.g. Brown v. Board of Education of Topeka, Kansas which denounce "separate but equal."	Explain how the decision in the Brown case influenced the movement for change.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	The Kerner Commission Report acknowledged that gains had been made by blacks. But it warned that little had been accomplished in housing, jobs, educational opportunities, and conditions in the inner cities.	State the general conclusions of the Kerner Commission, using supporting evidence in one economic area.
	The nation was moving towards two societies -- one black, one white; separate and unequal.	
How Was Martin Luther King's Approach to Segregation and Discrimination Different from Malcolm X's?	Martin Luther King urged blacks to struggle for change by non-violent resistence and civil disobedience. Malcolm X advocated total separation of the races with blacks controlling their own destiny.	Recognize differences in approaches and philosophy of Martin Luther King Jr. and Malcolm X.
How Did L.B.J.'s Administration Attempt to Create a "Great Society?"	Civil Rights Act of 1964 prohibited discrimination by employers or unions.	List changes that L.B.J.'s "Great Society" program attempted to effect.
	The Elementary and Secondary Education Act of 1965 created a U.S. office of Education. The office assumed an active role in the desegregation battle.	Evaluate how effective the changes were in making a more just society.
	Expansion of Social Security in 1965 led to Medicare.	
	The new immigration law ended the formula that discriminated against those who were not Western European.	
	Economic Opportunity Act (war against poverty); domestic peace corps; job corps; and the creation of the Office of Economic Opportunity were advances in making opportunities available to all.	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
Why Didn't L.B.J.'s Vision of a "Great Society" Become a Reality?	Obstacles and problems that account for lack of long range success: - changes in economy - reaction to riots in urban areas - busing for desegregation as a divisive issue - mixed public reaction to affirmative action programs - assassination of R.F. Kennedy and Martin Luther King, Jr. - effect of Vietnam War on the domestic scene and Johnson's lost credibility.	Students will be able to: Explain how changes in the economy affected the push for "Great Society" programs. Recognize the relationship between the riots, busing and a loss of impetus for social change.
How Did the Vietnam War Become a Turning Point in U.S. Foreign Policy?	U.S. involvement grew from the Eisenhower period through Johnson's administration. The "domino theory" was accepted with respect to Southeast Asia. L.B.J. had a Cold War view of the world. The U.S. increased its involvement in Vietnam from 20,000 to 500,000 troops. Many Americans viewed the Vietnamese conflict as a civil war. - the anti-draft movement developed - peace marches grew - the American people reacted to TV presentations of the demonstrations The 1968 Democratic Party convention showed how the war was splitting society.	Show how the Vietnam War undercut the War Against Poverty. Trace the steps of growing U.S. involvement in Vietnam.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	McGovern and McCarthy views of foreign policy in Vietnam differed from the administration's.	Compare the ideas of opponents of L.B.J.'s foreign policy with L.B.J.'s "domino theory."
	Effects of the war on the U.S. were: - loss of consensus - destruction of L.B.J. as a leader - undercutting on the War against Poverty - spreading of neo-isolationist attitude - aggravated economic problems - election of Nixon - damage of U.S. image and credibility in the eyes of foreign nations	Explain three ways the Vietnam War affected the U.S.
How Did Nixon's Administration Affect the U.S.?	Nixon was handicapped by a Democratic majority in Congress.	Contrast Nixon's policies toward Asia with those of Johnson.
	Henry Kissinger became Nixon's Chief Advisor; "personal diplomacy" became his style in dealing with foreign policy.	
	High points of his foreign policy include: - opening relations with mainland China - bombing Cambodia - ending U.S. military involvement in Vietnam	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Did Watergate Represent a Turning Point in American History?	The Watergate incident drastically affected the American political climate: - loss of faith in governmental leaders - growing support for congressional power as against presidential domination - credibility of the system severely shaken	Explain how the Watergate incident affected the American public and government.
Which Problems Will Confront Us in the 1980s?	Major problems facing American society in the 1980s are: - the energy crisis - rapid changes - insecurity - racism - sexism - poverty - a deteriorating environment - the dilemma of the arms race and the control of nuclear energy The continuous challenges to democracy require idealism and intelligent leadership and an informed and interested public.	Outline three issues in the energy crisis in American society. List kinds of natural resources and synthetic resources. Relate the energy crisis to specific resources at the national and international level. Analyze the population growth question relative to food and energy. Describe factors in the identity crisis in the home, family, youth, ethnic groups, and various sectors of the American society. Discuss the meaning of idealism. Develop criteria for good political leadership. Summarize the basic principles of Democracy.

Economics
Content Outline

THEME I: AN INTRODUCTION TO ECONOMICS AND ECONOMIC PROBLEMS

Overview

Economics can be considered as a study of individuals, societies, and institutions making, spending, investing and saving money. In all of these activities choices must be made. These choices are based on the central economic problem - scarcity in relation to wants.

This theme examines the kinds of choices which must be made. It also examines the decision-making process by which choices are made and considers the roles of those who are responsible for making choices.

A. How Do Economic Choices Affect the Individual and Society?

1. Why do individuals make economic choices?

   - Choice is based on the priorities of one's goals: money, pleasure, service to others, fame, knowledge, security.
   - Each person establishes priorities in choices.
   - Individuals must give up something in order to get what is currently desired (opportunity cost).
   - Choice involves decisions regarding the means of obtaining a particular goal, e.g., increasing income, reducing spending, borrowing.

2. Why do societies make economic choices?

   - All societies have goals, e.g., freedom, security, justice, growth, efficiency, equal opportunity, and stability.
   - Each society establishes priorities among its goals and allocates its resources accordingly.
   - The values of a society help determine the choices made.
   - There is a growing concern for improving living standards -- education for job improvement, health, use of leisure time, coping with the dilemma of affluence and poverty, and the revolution of rising expectations.
   - Choices made affect the standard of living of a society: missiles, energy, housing, health, education, poverty programs, food.

B. How Do Individuals and Systems Make Economic Choices?

1. Scarcity is the basic economic problem of all societies.

   - The basic economic problem of both individuals and societies is that the human and natural resources available are limited in relation to the human wants.
   - The cost of using resources to satisfy one set of wants is such that they cannot be used at the same time to satisfy other purposes.
   - (Individual - phonographs versus transistor radios; Government - Poverty Program versus Trip to Moon). This is the principle of production possibilities.

2. Economic decision making requires rational analysis.

- Decision making
  . Individuals make decisions about how to get the money to buy goods.
  . Societies decide the following questions:
    What goods and services should be produced? (allocation of resources - relative use of land, labor, capital).
    How goods and services should be produced? (by hand, by machine, by hand and machine? by private industry or by government?)
    Who will get the goods and services produced? (distribution of income)
- Rational analysis in economics includes the following factors:
  . Knowledge of facts and issues, e.g., production, income
  . Identification of important national and individual goals and objectives
  . Knowledge of the process by which individual or society's goals are satisfied
  . Listing of available alternatives and consideration of possible consequences
  . Distinguishing between long term and short term results in predicting consequences, e.g., a youngster leaving high school before graduation may earn more in the short run, but graduates will generally earn more in the long run.
  . Decision on a course of action which is likely to satisfy personal goals and/or social goals.

C. How Does the Government Establish Economic Policy?

1. Economic policy making considers social values.

- Social values are expressed as goals.
- Each society establishes priorities among its several goals. There often are conflicts among goals. These priorities may shift in time.
- In the United States, social values expressed in economic policy are enacted into law by representatives of the governed.

2. All branches of government in the United States are involved in the policy-making process.

- Most bills affecting economic policy are introduced at the request of the President and are administered by agencies of the Executive Branch. Executive Agencies supply Congress with economic information.
- Lawmaking is the responsibility of Congress and its committee system.
- The Supreme Court, through its judicial interpretation of the Constitution, has influenced our economy, e.g., Kansas vs. Brown was a forerunner for equal opportunity in employment.
- Political parties dominate the structure of Congress and the Executive Branch.

3. Our elected officials are influenced by competing interest groups.

   - Lobbyists represent organized pressure groups and institutions who also supply Congress with information.
   - Politicians respond to large numbers of individuals expressing themselves on issues, e.g., letters, polls.

4. The budget of our government is one of the chief instruments used to set policy and regulate the economy.

5. The problems of economic policy making are many.

   - There are information lags and other shortcomings in the methods of forecasting.
   - The length of time from analysis through the decision-making process to implementation is relatively long.
   - Economic analysis may conclude that sectors of the economy be adversely affected, but this may not be politically acceptable, e.g., in times of inflation, balancing the budget may severely cut welfare programs.
   - There is a time lag, sometimes many months, before changes in economic policy can achieve an economic result.
   - The impact of economic policy may have a disproportionate effect on one or more sectors of the economy, e.g., the lending rate for mortgages intensely affects home construction.

THEME II: ECONOMIC SYSTEMS IN ACTION

Overview

This theme concentrates upon how economic systems answer one basic economic question: What shall be produced? It describes how the market system of the United States uses price as a regulator in making this decision. It also examines briefly the exceptions to the general rule, e.g., monopolistic practices, government intervention, etc.

The pattern established by other societies is minimally described, but is sufficient to permit the student to gain some awareness of the alternatives which exist.

A. What is the Nature of the American Economic System?

1. Societies have established three basic economic systems.

   - A traditional economy depends on custom and past practice for its decision-making.
   - A command economy has centralized decision-making (U.S.S.R.).
   - A market economy is decentralized and depends on private enterprise (U.S.).
   - Each type has different advantages and disadvantages in its decision-making process.
   - Countries today have modified versions of the basic systems.

2. Why is the American economy called a "mixed" economy?

   - The American economic system is a form of the market system (capitalism).
   - Our economic system, capitalism, is predominantly characterized by private property, profit motive, freedom of contract, degrees of competition, freedom of choice.
   - There has been an increase in the role of government in our economy.
     . Today one out of every four workers in the U.S. is employed by local, state or federal government; almost one-third of the dollars spent in the U.S. is spent by government.
     . Government has intervened in the market mechanism to protect consumers; to aid labor, farmers, and industries; to provide for the aged, sick, and needy; to promote or reduce competition; to assume responsibility for the stability of the economy.
   - An underground economy exists, legal and illegal, free from government regulation. Little is known about its nature or scope.

Examples are, legal private contracts for services and the illegal drug industry.

3. How does price act as a regulator in the market system?

   - Markets exist when a buyer and a seller can exchange goods and services at a given price.

   - Demand for a given product may be affected by one's income, fads, and prices of substitute goods, e.g., disco jeans and roller skates, margarine vs. butter.

   - Supply of a given product is affected by the costs involved, e.g., wages, materials, overhead.

   - In theory, prices are set at that point where consumers will buy all that is offered by producers (equilibrium price).

   - Consumers and producers react to prices. Consumers tend to buy more at lower prices, while sellers tend to offer for sale more goods and services at higher prices.

   - The impact of price changes on consumer demand varies from product to product (elasticity of demand), e.g., bread-inelastic, cars-elastic.

- In reality, prices are affected by the policies of big unions, big business, and government, e.g., wage contracts, monopolistic competition, monopoly, minimum wage laws, rent control.

- Monopolistic practices distort the pure market economy (free enterprise) and have led to government intervention.

4. How has the market system made people interdependent?

- Modern society satisfies needs and wants through specialization (division of labor), capital accumulation, and trade.

- Individuals and groups provide producers with factors of production: land, labor, capital, management.

- Individuals and groups receive incomes in the form of wages, rent, interest, profits.

- Incomes are used to buy the goods and services provided by producers. This leads to further production (circular flow).

- Incomes that are not spent are saved and invested by others, e.g., banks, insurance companies.

B. How Do Other Economic Systems Function?

1. Political systems may have mixed economic systems.

   - The terms communism, socialism and capitalism don't accurately describe any of the world's economies. Each nation of the world has an economy which can be described as being mixed.

   - The nature of the mix between private ownership and planning and government ownership and planning varies from nation to nation and from time to time.

   - What one should be aware of and examine carefully are the goals of competing economies and the means and degree of success of both the nation's government and the economy in reaching these goals.

2. The U.S. economy is basically a market economy where, generally price, not government edict, decides which goods are produced and how they are distributed. Yet, despite its "free enterprise" nature, it is an economy which Adam Smith might have difficulty recognizing.

3. The Soviet Economy

   - The Soviet economy is a planned socialist economy, i.e., goals and planning are directed by the government.

- Central Planner (Gosplan) determines the program for the economy.

- Prices are set to assure and enforce state-desired goals for the distribution of goods and services and the fulfillment of other goals. They do not serve as guides, as in a market economy. Prices are used to regulate consumption.

- Unlike the United States, the Soviet economy is characterized by public ownership of the means of production, e.g., factories, mines, railroads, retail establishments, natural resources.

- Some private enterprise does exist, e.g., peasants' agricultural markets, small shops, repairs, some professional services.

- The wage system is based on piece rates with special differential wages, and supplemental or cheaper consumer rations to attract more workers or induce greater output.

- Private profit from the employment of others or the resale of goods is generally not permitted.

    . Planned profits represent savings that are used for many purposes, including the promotion of capital accumulation.

    . Profits do not represent a reward for risk-taking.

4. The Western "Democracies"

- The so-called western democracies (Great Britain, France, Japan, etc.) can be characterized as having an economy with greater governmental control than the United States, but less than that of the Soviet Union. More basic industries are nationalized (government owned), but a market economy exists to a far greater degree than the Soviet Union. The mix in most of these nations is in favor of private enterprise.

- Trade union movements exist in these nations.

- The governments of these nations are selected through a democratic process.

5. Fascist Countries

- "Fascism" can be described as a system in which the means of production are privately owned, but government controlled. It has often been called a system of "state capitalism."

- Governments may look democratic, i.e., have democratic institutions, but elections are not freely held.

- Examples for examination are pre-World War II Germany and Italy, and some Latin American, African and Middle Eastern nations today.

THEME III: HOW DO BUSINESS FIRMS ORGANIZE FOR PRODUCTION?

Overview

This theme examines the different forms of business enterprises. Individual proprietorship, partnership, corporate, government and cooperative ownership are the major forms of business organization in the American economy. Although the single-owner enterprise and partnership types constitute the largest number of business units in the U.S., the corporations dominate the economy. In our economy the big corporation often decides what goods are to be produced, where industry is to be located, who works and the type of technology used.

All types of business require capital and borrow money for their day-to-day operations. The giant corporations like I.B.M., General Motors, International Harvester, etc. raise new capital by selling shares of stock and bonds. The financing of corporate businesses through the medium of investment banking houses and stock exchanges is an important feature of modern business enterprise. Finally, this theme considers who controls the giant corporations and how much veto power those in control exercise over major political decisions in our democracy.

A. What Is the Role of Production in Our Society?

1. Production is the output of goods and services.

2. There are four basic factors of production: land, labor, capital and management.

3. Other factors affecting production are technology (new inventions, automation and know-how) and social factors (laws, values, customs, religion and government attitude) influence the demand for products.

4. The goods and services produced by society depend on how management organizes and uses the factors of production.

B. What Are the Forms of Business Organization?

1. Most business enterprises are owned by one individual.

2. Single ownership has many advantages, e.g., being your own boss and keeping all the profits made.

3. Individual proprietorship generally suffers from difficulty in raising large amounts of capital and from unlimited liability. An owner is personally responsible for all debts of the business.

4. In a partnership two or more people own and operate a business. They agree upon some division of the work and capital needed to run the business. They also arrange to share losses and profits.

Each partner is responsible for the debts of the business.

5. A corporation is a business organized as a legal entity; that is, it can own property, incur debts and buy and sell in the market place.

6. Another form of business organization is a cooperative. Businesspeople form cooperatives in order to lower their costs of distribution.

7. There are other types of cooperatives such as consumer "co-ops," housing co-ops, etc.

8. The government owns and operates business enterprises such as veterans hospitals, export-import banks, Amtrak, the post office.

C. How Important Is the Corporation?

1. The corporation is ideally suited to meet the needs of big business units. The corporate form permits pooling of large amounts of capital, provides for limited liability of investors, transferability of ownership and perpetual life.

2. Small businesses do incorporate but do not sell shares of stock to the public. They incorporate in order to benefit from limited liability protection.

3. In big corporations, ownership is separated from management and controlled. Boards of Directors of big corporations, once elected to their positions by the stockholders, are difficult to unseat.

4. The facts of scattered ownership by stockholders, minority ownership of stock in corporations and the use of proxy machinery perpetuate the separation of ownership and control.

5. Proxy battles and tender offers for control or take-over of one corporation by another have led to the growth of conglomerates, multi-national, and global corporations.

D. How Do Corporations Raise Capital?

1. Businesses need to raise money for day-to-day operations or to expand their operations, e.g., building new installations and modernizing equipment.

2. Businesses raise capital by selling stocks and bonds.

   - A share of stock in a corporation represents part ownership of the company.

   - A bond represents a loan to a corporation.

   - Corporations often raise capital by borrowing from commercial banks or selling their own I.O.U.'s.

3. Selling stocks and bonds issued by corporations requires the services of brokers and the stock exchanges.

4. Investors in stocks and bonds are protected to some extent by such government agencies as the Securities and Exchange Commission (S.E.C.), the Federal Reserve Board and the Stockholders Protection Investment Corporation, (S.P.I.C.).

E. How Did Big Business Enhance Its Power through Mergers?

1. The combination movement in the U.S.A. begins with the rise of trusts in the second half of the 19th century. Examples are the sugar, railroad and oil trusts.

2. In the 20th century up to 1960 merging was characterized by horizontal (identical product), vertical (all or most steps in the process of production), and circular (same marketing channels) combinations.

3. Informal methods for combining such as, "gentlemen's agreements," price leadership, community of interest programs and interlocking directorates existed side by side and contributed to the growth of giant corporations.

4. In the 1960's the merger movement could

be called the "age of the conglomerates." Conglomerates are formed through weddings of corporations which sell many different products, e.g., International Telephone and Telegraph owns companies producing products not related to telephone and telegraph.

5. Multinational corporations have been formed in order to extend their markets, to control sources of raw materials, to take advantage of tax havens and to insulate themselves from national government regulation.

F. What Forces Act as Curbs in Big Business?

1. Countervailing power in the form of big labor and big government can act to curb the power of big business.

2. One segment of big business may act to curb another segment of big business.

G. What Are the Advantages Claimed for Big Business?

1. Many business combinations can lead to lower production costs and greater economic efficiency. The introduction of mass production techniques, automated equipment and electronic computers necessarily requires big organizationa.

2. Other benefits of big business are research and development, discovery of new products and greater employee benefits.

3. Big business has assumed a greater degree of social responsibility.

II. What Are the Harmful Effects Charged Against Big Business?

1. Big business can often control the prices of products and restrict output.

2. Heads of big corporations exercise a degree of economic, political and social power which has the potential to override the wishes of the majority of people.

3. Giant corporations pose a threat to the survival of small businesses.

4. The nature of organization of large corporation impairs many humanistic values.

I. What Are the Degrees of Monopoly in Big Business?

1. Most businesses are characterized by monopolistic competition. There are many sellers. Their products are differentiated by brand names or other variations.

2. Some industries are oligopolistic - a few sellers with similar products - examples are autos, cigarettes and oil ("seven sisters").

3. Monopoly - one seller or one producer - exists in public utilities such as telephone, gas or electric (legal monopolies).

4. Legal monopolies also common in publishing and music industries (copyrights), trade marks (Coca Cola) and patents.

J. What Is the Attitude of the Government Toward Monopoly?

1. Government has opposed monopoly in the form of anti-trust laws; e.g., Sherman, Clayton and other anti-trust laws.

2. On the other hand, government has encouraged monopolistic practices in the form of subsidies to the maritime industry, air lines, railroads and farming.

3. Government establishes price supports in order to reduce competition in several industries such as trucking and farm products.

4. Anti-trust enforcement has often been selective and sporadic.

THEME IV: HOW IS INCOME DISTRIBUTED IN OUR MARKET ECONOMY?

Overview

An important question for any economic system is how to distribute the goods and services the economy produces. The issues raised are often of a political and social as well as an economic nature. They often involve the private and public sectors in their solution.

This theme focuses on the determinants of income distribution and deals with the impact of poverty and the role of labor in obtaining its share of the national income.

A. What Factors Determine the Distribution of Income?

1. Each factor of production (land, labor, capital, entrepreneurship) receives income in the form of rent, wages, interest, and profit.

2. Income, in theory, is related to the market value of individual contributions to the economy, e.g., the supply and demand for specific natural resources, labor, and capital.

3. Rents are determined by the productivity or use value of land and the derived demand for the land, e.g., nuclear plant sites, farm land, and land in midtown Manhattan.

4. Economists such as Henry George have proposed to tax the unearned increment of land value.

5. Interest is payment for the use of capital and is determined by the supply and demand for loanable funds. Supply is determined by amount of savings and by banking policies, while demand is determined by expected return from investment.

6. Economic groups may advocate policies which tend to increase the incomes of their own members, e.g., labor unions, farmers, and trade associations.

7. In addition, government uses taxes and transfers payments to change the distribution of income; e.g., parity payments, unemployment insurance.

8. Incomes are used to buy the goods and services provided by producers. This leads to further production (circular flow).

. What is the Role of Profits in Our Society?

1. Profits are a return to one of the factors of production: entrepreneurship.

2. Profits act as an incentive for business investment.

3. Profits represent a guideline for determining the success of a business.

4. The drive to maximize profits encourages business to allocate resources efficiently.

5. The economy can grow by reinvesting profits.

C. What Are the Causes and Problems of Unequal Distribution of Income?

1. What is the range of income distribution?

- The poorest 20% of the population receive 5% of the national income.
- The wealthiest 20% receive 40% of the income.

2. What are the contributing causes of unequal income distribution?

- Social barriers such as discrimination by race, age, gender, and "previous experience" act against equal opportunity.
- Unequal opportunity perpetuates poverty; i.e., children born to poor parents, to families with some kind of disability, and to large families tend to have fewer supports for economic achievement.
- Inheritance and concentration of wealth guarantee high income to a few.
- Lack of motivation stemming from a sense of helplessness prevents many poor people from developing their skills and abilities and taking advantage of whatever opportunities are available.

- Technological change in industry may make workers' skills outmoded.

3. Who are the poor?

   - Poverty in the U.S.A. is officially measured by a fixed standard of real income based on the cost of a minimum amount of the basic essentials of life - food, clothing, shelter.
   - Poverty affects all groups but particularly rural farm families, non-white families, families headed by a female, people lacking education or skills, the aged, the infirm, and the handicapped.
   - In 1980, over 30 million people, or 12.15% of the total population, were living below the poverty level. For a family of two adults and two children living in a city, the poverty line was $8,000 yearly.
   - Poverty is a relative, not an absolute concept. What is considered poverty in the United States today is considered luxury in many less-developed nations.

4. How can we alleviate poverty?

   - One way is to provide increased opportunities for developing job skills; e.g., manpower training programs, job corps, job retraining programs, educational opportunities for minority groups.

- Another way is to redistribute income and raise the income of the poor, e.g., public assistance programs, family allowance, and social insurance.
- Many economists suggest alternatives to current welfare programs, e.g., negative income tax.
- Economic growth of the entire economy can help to reduce poverty.

D. What Is the Role of Wages and Labor in Our Market Economy?

1. What are wages?
   - Wages represent a cost to the employer and an income to the worker.
   - In addition to money wages, employees receive pensions, social security, vacation and sick pay, and other "fringe benefits."
   - A worker's "real wage" is the purchasing power of his/her money wage.

2. What accounts for differences in wages?
   - There are differences in productivity among persons and occupations.
   - Supply and demand for specific skills at a given time varies; high demand exerts pressure for high wages.
   - Derived demand from a specific product or service affects wages in the same manner.
   - The skill, training, education, and/or ability of a worker influence the wages he/she can earn.

- The nature of the worker's job, e.g., safety and health risks
- The imperfections in the market system, e.g., discrimination by sex or race
- The traditional wage theory has been modified by the theory of negotiated wages.
- Wage rates for the same job vary according to geographic area because there are differences in supply and demand in some regions.

3. What changes are taking place in our labor force?
   - Women are increasingly entering the labor market.
   - Technological developments have decreased the need for farm and factory workers.
   - Growth is taking place in service industries, government employment, and white collar jobs in professional and technical fields.
   - Greater mobility influences job opportunities, availability of information, and pension programs.
   - More training and education of workers, e.g., on-the-job training.
   - Job opportunities are decreasing in the central cities of the Northeast and are increasing in the South.
   - Affirmative action programs have increased opportunities for minority groups and women.

THEME V: WHAT IS THE FUNCTION OF CONSUMERS IN THE AMERICAN ECONOMY

Overview

An important consideration of any economics course is the role of consumers and the extent to which they satisfy their wants with the available resources. This unit reflects the ways in which the consumers spend their resources - effecting economic growth, supply and demand, and, in turn, prices. The unit will further assist the consumer in making wise choices by getting the most for his/her available resources.

A. Why Are Consumers Important in the American Economy?

1. Consumer spending is greater than government and business spending combined.

2. The consumer helps to decide what goods and services will be produced.

3. Consumer spending influences prices by the creation or withholding of demand.

4. Consumer spending affects business growth and employment opportunities.

5. Consumer demand for a given product may

be affected by one's income, fads, and prices of substitute goods.

6. The impact of price changes on consumer demand varies from product to product (elasticity of demand).

7. The consumer provides funds for the economy through investments, e.g., bank accounts, stocks, bonds, treasure notes.

B. Why Is It Difficult for the Consumer to Make Wise Choices?

1. Consumer demand is created through personal selling, advertising and packaging.

2. A variety of techniques may be employed to create consumer demand, e.g., appeal to emotions, exaggeration, half-truths, bait and switch techniques, false promises, high pressure salesmanship, hidden persuaders.

3. The consuming poor have additional disadvantages, e.g, lack of mobility, limited or no savings, limited income, greater difficulty in obtaining credit. Many elderly have fixed incomes eroded by inflation.

4. Forms of business organization affect the range of goods available for consumer choice, e.g., monopoly, oligopoly.

5. There are many factors making consumer choice difficult, e.g., variety of goods, similar products under a variety of brand names, social pressures.

C. How Can the Consumers Get the Most For Their Money?

1. A budget aids the consumer to establish priorities in estimating expenditures and wants.

2. An intelligent shopper shops comparatively, reads labels and guarantees, avoids impulse buying, checks quality, prices and totals.

3. The consumer should seek private and governmental help through consumer information publications, and agencies which deal with consumer problems.

4. The consumer should note carefully provisions of home improvement contracts, mortgage agreements, etc., before signing.

D. How Has Consumer Credit Helped And/Or Hindered the Consumer?

1. Credit is basic to a modern economic system.

2. Excessive use of consumer credit leads to increased inflation.

3. Credit can be useful to the consumer, but it can also be a source of danger.

4. Credit charges may be figured either on the unpaid balance or all at once.

5. A wise consumer should shop for the best credit terms, investing banks, passbook loans, credit unions, and pension plans.

6. A retail installment contract is a legal document that should be read carefully.

E. How Does the Government Aid the Consumer?

1. Government agencies try to help the consumer.

   - City agencies include Department of Markets, Department of Consumer Affairs, Health Services Administration.

   - State agencies include Consumer Frauds Division, Department of Markets, Department of Agriculture.

   - Federal agencies include Federal Trade Commission, Interstate Commerce Commission, Department of Agriculture, Department of Health, Education and Welfare, Food and Drug Administration, President's Consumer Advisory Council.

2. The government establishes guidelines for maximum prices in certain industries, e.g., rent control, usury laws, utilities charges, posting of prices in supermarkets.

3. Government assistance programs increase purchasing power of low income consumers, e.g., SSSI, Food Stamps, Welfare programs.

F. How Can Consumers Help Themselves?

1. Way by which the consumer provides for financial security include the establishment of savings programs, pension plans and life insurance.

2. Private organizations can assist consumers, e.g., Consumers Union, consumer cooperatives, Better Business Bureau, community action groups.

THEME VI: HOW DO WE MAINTAIN A GROWING AND STABLE ECONOMY?

Overview

Economic well-being depends largely upon the nation's output of goods and services. The American standard of living has risen substantially in the past because production has grown faster than the increase in population. However, this improvement has been interrupted periodically by recessions, depressions, and excessive inflation. Moreover, it has not been enjoyed equally by all social classes or regions. There are many areas of the country which have suffered from a depressed economic condition over a long period of time.

Many social scientists feel that the economies of the U.S. and other industrialized countries must continue to grow if poverty is to be eliminated and if a higher standard of living is to be achieved by all people of the world. Others hold that the continued per capita growth of the industrialized nations is neither possible nor desirable. All agree, however, that we must resolve the key problems of unemployment and excessive inflation if we wish to enjoy the benefits derived from a healthy, growing economy.

A. How Is Economic Performance Measured?

1. There are various standards of measurement that are suited to economic statistics. While these can never provide an exact picture of the economy at any given time, their interrelationship makes it possible to detect patterns and trends.

2. Some commonly used indicators are:

- The Gross National Product (GNP) is a measure of the total final value of all goods and services produced in the country in one year.
- The Consumer Price Index (CPI) measures the cost of living through percentage change in prices compared with a base year. For example, if the base year is 1967 and the Index for 1980 is 250, then the price level in 1980 was 250% of what it was in 1967.
- The Real GNP is measured by adjusting the current GNP by the Price Index. This states the GNP in constant dollars with the same purchasing power. For example, in 1968, current dollar value was $861 billion; in constant dollars, it was $707 billion. The Real GNP per capita is the most accurate single measure of economic progress. In the U. S., the Real GNP grew at an average annual rate of 4% from 1929 to 1975 while population grew about 1% per year. Since 1975, the rate of growth of the Real GNP has slowed considerably.
- Various indexes that measure prices in specific regions, individual products, single industries, or state of production and distribution, such as wholesale and retail prices.
- The Labor Force consists of the number of persons willing and able to work.
- The Employment Rate consists of the percentage of the adult population working

- The Unemployment Rate consists of the percentage of those over 16 who are looking for work and are unable to find it.

3. It is not completely accurate to say that the GNP is synonymous with well-being. For example, the dollar costs related to crime, accidents, pollution and illness are all included in the GNP.

4. It must be remembered that steady real growth over a long period of time is the sign of a healthy economy.

B. What Are the Factors in Economic Growth?

1. The limits of a nation's economic growth are determined by its productive resources: land, labor, capital and entrepreneurship. If these resources are fully utilized, any increase in the production of a particular good or service must result in a decrease in other goods and services (concept of production possibilities).

2. Productive capacity increases in the long run through growth in the size and productivity of the labor force. Productivity is the dollar value produced per hour of labor. Productivity has been increased by:

- developments of science and technology
- accumulation of capital goods.
- economies of scale
- improvements in the education and training of workers
- availability of resources

3. Social and political factors also affect economic growth: laws, society's values and customs, stability of government, cultural incentives, foreign relations, and banking policies.

4. Economic growth relates to productivity and demand. Theoretically, if an economy is operating at or near capacity, growth requires an increase in productivity. If an economy is operating below capacity, growth requires an increase in aggregate demand (by consumers, business and/or government).

5. The state of the national economy is usually expressed as an average. Therefore, it is possible that the economy can be growing in certain areas and, at the same time, certain industries can be depressed.

C. What Is the Nature of Economic Stability?

1. Wide fluctuations in the output of the total (macro) economy are manifested by recessions and depressions on the one hand and stagflation on the other.

   - Recessions and depressions occur when aggregate demand (spending by consumers, business, and government) is less than aggregate supply of goods and services.
   - These conditions wreak havoc in the form of unemployment, failed businesses, curtailment of social services, waste of capital, etc.
   - Stagflation is a word used to describe inflation when there is no parallel growth in production.
   - Inflation occurs when aggregate demand rises more rapidly than the economy's capacity to produce (demand-pull), or when built-in economic rigidition raises prices faster than productivity (cost-push).

- Special situations, like the OPEC cartel, can trigger an imbalance between aggregate demand and supply.
- Inflation unjustly and unproductively redistributes purchasing power among various economic groups.

2. Relationships among spending, saving, and investments affect overall production, employment, and prices (Keynesian theory). For example, excessive saving or inadequate investment may reduce output below productive capacity.

3. Psychological factors, such as lack of confidence or expectations of inflation aggravate the magnitude of the fluctuations.

D. What Are the Prospects for Future Growth?

1. Continued economic growth is essential to raise the standard of living throughout the population, to develop the resources for bringing the disadvantaged into the mainstream of economic life, and to spur economic progress in less developed areas of the world.

2. Both unemployment and inflation are immediate obstacles to growth.

- Unemployment prevents full utilization of the labor force.
- The uncertainties generated by inflation discourage long-term investment.

3. The benefits of economic growth must be evaluated with respect to the impact of such growth on the quality of life.

   - The technology of economic growth often has created new problems such as air, water, and noise pollution.
   - Economic expansion exacerbates existing problems, such as the effects of automation, congestion, and exploitation of nature.

4. The potential GNP can be increased by the entrance of more women, minorities, and youth into the labor force, and by improvement in productivity through education and training.

5. Many natural and social scientists believe that future growth will be insured by advancements in science and technology, for example, the substitution of non-expendable sources of energy to replace fossil fuels. Some argue that public policy must be designed to favor more capital investment.

6. In the United States, economic growth has been linked to an increase in urbanization and its attendant problems.

B. How Can We Meet the Special Growth Problems of Urban Economies?

1. New York City exemplifies the many urban areas which have experienced a net loss of population since World War II.

- There has been an exchange of population groups.
- Those of higher income and better education moved to the suburbs, and poorer minorities migrated from rural areas.
- This exchange of population groups was unprecedented in our history and affected the city's economy greatly.

2. There has also been a net loss of jobs as the economic base has shifted from manufacturing and transportation, with demand for manual and unskilled jobs, to service industries, with their demand for more skilled jobs in commerce, finance, publishing, etc.

3. While the tax base has steadily eroded as businesses and middle class residents left the city, concentrations of poverty have greatly raised the costs of providing educational, health, sanitation, housing, protective, and welfare services.

4. The squeeze between shrinking revenue and rising costs caused extreme financial difficulty for the city government which traditional fiscal policies were unable to overcome. As a result, the city's budget is now supervised by monitorial agencies.

5. To promote business confidence, increase job opportunities, and restore the tax base, the state and city have adopted such measures as job training, industrial parks, business tax incentives, and budgetary restraints and users' fees for city services.

6. A master plan for the healthy economic growth of the city must include such goals as

a productive labor force, optimum land use, safe and economical transportation, adequate housing (with consideration of the effects of rent control and subsidies), ecologically sound waste disposal, and proposals to enhance the quality of life.

7. Federal assistance in the form of revenue sharing, grants, and government contracts is essential since the city's problems arise basically out of national industrial and demographic changes.

F. What Is the Role of Money and Credit in Growth and Stability?

1. Money is any generally accepted means of payment for goods and services. It serves as a medium of exchange, a standard of value, a store of value, and a standard of deferred payment.

2. One measure of the nation's money supply consists of currency held by the public plus demand deposits in banks (checking accounts). A broader definition includes time deposits (savings accounts).

3. Commercial banks create money by granting loans to businesses.

   - Checks drawn on these accounts are the principal form of money in the U.S.
   - Checks drawn on one commercial bank may be deposited in another bank. The second bank can then grant loans up to a certain percentage of such deposits, depending upon the required reserve ration.
   - This successive addition to deposits and loans results in an increase in the money

supply several times that of the original loan (high-powered money).

4. An excess of total spending (quantity times velocity of money) over total output may lead to inflation, while a shortfall may lead to recession.

5. The Federal Reserve System attempts to control the supply of money and credit with a view to insuring economic stability and growth.

6. The Federal Reserve Board exercises this mandate in several ways. It can set reserve requirements, e.g., raise the ratio, curtail banks' lending power, change the discount rate charged to banks for borrowing reserves; and it can buy and sell government securities through open market operations to increase or decrease bank reserves.

7. This control or fine tuning of money supply may not achieve desired results.

   - The interpretation of the economy's needs may be mistaken.(Is inflation or recession imminent?).
   - There is too great a time lag in implementation.
   - There are differential effects on the economy. (Some industries may be benefited and others hurt by restricting or loosening the money supply).

8. Monetarists hold that it is both unwise and futile to try to smooth out economic fluctuations.

- They contend that the proper function of the FRS is to increase the money supply at a steady annual rate consonant with the long-range potential growth of the GNP.
- This they claim will establish the economic climate necessary for business confidence and enterprise.

C. How Is Government Policy Used to Achieve Growth and Stability?

1. To enhance productivity, the government aids in the improvement of the health, education, and training of the labor force, and promotes scientific and technological research and development in agriculture, mining, transportation, energy, etc.

2. Through transfer payments the government seeks to raise the purchasing power of lower income groups and thus insure sufficient aggregate demand to meet the nation's output.

3. The Federal government is committed to the use of fiscal policy to achieve full employment (4% or lower) at stable prices (Employment Acts of 1946 and 1976).

4. Fiscal policy entails managing the budget in several ways.

   - To counteract a recession, measures are taken to create a deficit and increase aggregate demand.
   - To counteract inflation, measures are taken to create a surplus and decrease aggregate demand.

5. Discretionary fiscal policy involves taxing, spending, and borrowing to achieve desired budgetary results. For example, government borrowing from banks results in the creation of new money several times over (the multiplier principle).

6. Automatic stabilizers operate counter-cyclically. Thus, unemployment insurance, progressive taxes, social security, etc. add to consumer and business income during recessions, and decrease income during inflation.

7. The national debt has arisen from the tendency of the government to create deficits, especially to pay for wars. Although the national debt has fallen as a percentage of the GNP since World War II, its effect on inflation still constitutes a problem.

8. Fiscal policy is difficult to implement.

   - A miscalculation in timing can be counterproductive and even disastrous.
   - Opposing political and social considerations may take precedence over economic needs.
   - The interests of powerful corporations and unions can weaken the effects of fiscal policy.
   - Some problems, such as structural unemployment, are highly resistant to anti-recession monetary policy.

9. Proposals to deal with economic instability include:

- An income policy (wage and price controls).
- Indexing (tying all payments to the CPI).
- National planning, or some other version of a command economy.

A contrary view would emphasize:

- Greater reliance on the free market.
- Reduction of governmental involvement in the economy.
- Easing of regulations that limit business activity.
- Reduction of taxes on business.

THEME VII: THE WORLD ECONOMY: INTERNATIONAL ECONOMIC PROBLEMS

Overview

International trade greatly enhances the economic potential of modern nations. Some countries are almost entirely dependent upon it for their very existence, e.g., Japan. Others have enjoyed a much increased standard of living because of it, e.g., Britain. Still others count it as an important part of their total economics, e.g., the U.S. International trade provides sources of otherwise unobtainable goods and services, and conversely, affords markets for nations' specialties.

While trade promotes mutually beneficial and peaceful relations among nations, it also gives rise to problems and conflicts. Among the most pressing of such problems are those of the developing countries. Serious friction arises from the wide gap in economic progress between these nations and the industrially developed countries. The mutual interest of both groups of nations demands solutions to these problems.

A. Why Do Nations Trade?

1. Trade is based on the principle of comparative advantage.

2. Imports and exports help raise the standard of living of trading nations.

3. Some key U.S. exports are grain, machinery, aircraft, chemicals, computors. Some key U.S. imports are crude oil, automobiles, minerals, tropical foods, fashions.

4. American exports provide relatively well-paying jobs for American workers and make possible lower costs per unit through economics of scale.

5. Imports add to the variety of goods enjoyed by American consumers and provide necessary parts and raw materials for industry and agriculture.

6. Investments in industrial capital increase productive capacity for many nations.

7. Trade enhances productivity by making possible division of labor and efficient allocation of resources.

8. Trade promotes peaceful relations as well as conflict among nations.

What Are the Difficulties in International Trade?

1. Domestic industries and labor unions exert pressure on the government through lobbies to enact tariffs and quotes to curtail foreign competition.

2. Many other barriers are erected against foreign trade in the form of health regulations, administrative requirements, foreign exchange controls, etc. All nations lose from resulting trade wars.

3. Governments give preference to domestic producers in procuring goods and services, particularly defense.

4. There are differences in currency, language, laws, and customs, as well as expenses of communication and transportation.

5. Producers in some countries are placed at an unfair competitive disadvantage with other countries because of more stringent environmental regulations, higher taxes, and more demanding welfare requirements.

6. Currency exchange rates may be either too rigid (fixed) or too widely fluctuating (floating) to facilitate trade.

7. Wide disparity in the stages of industrial development aggravates economic and political problems among nations.

8. Nations have formed trading blocs to enhance their collective comparative advantage, e.g., the European Common Market.

C. What Is Our National Policy Toward International Trade?

1. Since the great depression, our policy generally has tended toward free trade rather than protectionism.

2. Reciprocal trade agreements were concluded during the 1930s and the Most Favored Nation principle was adopted.

3. The General Agreement on Tariffs and Trade (GATT) was adopted following World War II.

4. The International Trade Act of 1975 calls for tariffs to compensate for dumping, i.e., selling abroad at a lower price than domestically.

5. Tariff protection and subsidies are afforded industries deemed essential to national defense.

6. Multinational corporations have both promoted foreign investments and created political problems.

7. The U.S. along with other industrial nations has adopted floating exchange rates (determined by supply and demand for each currency), with government intervention in the market to prevent excessive fluctuations.

What Are The Problems of the Less Developed Countries (LDCs)?

1. The less developed countries are plagued by the vicious circle of underdevelopment: low agricultural productivity leaves insufficient savings for capital development and education, which perpetuates low productivity, aggravated by the pressure of increasing population.

2. Most people live in extreme poverty; famine is frequent, and disease is prevalent. Average life span is under 40 years.

3. Many such countries are dependent upon one or two export crops and hence are subject to sharp price fluctuations in the world market. Historically, such dependence has been fostered by the industrially developed countries.

4. Lack of social capital investment in transportation, communication, power, sanitation facilities, housing, etc., has hindered technological progress.

5. The political and social climate often impedes economic development. Many are characterized by dictatorships, frequent political coups, large military expenditures, inappropriate capital projects, traditional customs, and other inhibiting factors.

6. The "revolution of rising expectations" is both an incentive to progress and a hinderance to orderly development.

B. How Have Developing Economies Been Helped?

1. Since World War II private capital has extensively flowed into these countries. But sometimes it has merely perpetuated the "plantation economy" by the employment of unskilled native labor in the extraction of raw materials with profits flowing back to the capitalist in the developed countries.

2. Governments of the developed nations have provided aid in the form of grants, e.g.,

Food for Peace, low interest loans, favorable import duties, loan of expert advisors.

3. International organizations have provided aid through UN affiliates like WHO, FAO, UNICEF, and through the World Bank.

4. There have been great differences in rates of progress among the developing nations, depending upon their history, culture, government, and relations with the industrialized nations.- Some, like Korea, Taiwan, and Brazil are developing rapidly. Others like Bangladesh, Zaire, and Bolivia are progressing much more slowly.

5. Ultimately, contained, long-term progress depends upon self-help among the less developed countries.

Economics
Performance Objectives

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME I: AN INTRODUCTION TO ECONOMICS AND ECONOMIC PROBLEMS		Students will be able to:
How Do Economic Choices Affect the Individual and Society?	Economic problems involve choice.	Define the term "priorities." Explain how choices are related to goals.
	Individuals and societies want improved living standards.	Define "standard of living." Explain why standards of living may differ although income may be the same. Describe two ways one can increase one's standard of living.
How Do Individuals and Systems Make Economic Choices?	Scarcity in relation to wants is the basic economic problem of all societies.	Explain why scarcity in relation to wants is a basic economic problem. Cite two examples which illustrate this problem.
	Societies must decide: What goods and services should be produced; how they should be produced; for whom they will be produced.	Explain how two nations have decided to solve these problems differently.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Does the Government Establish Economic Policy?	The government is involved in formulating economic policy.	Describe one way in which each branch of the U.S. government is involved in establishing economic policy. Identify two competing interest groups who wish to influence the government's economic policy.

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME II: ECONOMIC SYSTEMS IN ACTION		
What Is the Nature of the American Economic System?	The American economy is called a "mixed" economy.	Define "capitalism."
		Describe two ways in which the government has increased its role in our economy.
	Our basic economic system is a market system regulated by price.	Show how supply and demand will determine price in a free market.
		Explain what will happen to prices if the supply and/or demand for a good is manipulated.
	The market system has made people interdependent.	Describe the "circular flow" of income.
		Students will be able to:
How Do Other Economic Systems Function?		
The Soviet Union	In the Soviet economy, the government decides what and how goods are to be produced and to whom they should be distributed.	Define what is meant by a planned economy.
		Describe two ways in which economic problems in the Soviet Union are solved differently than they are in the U.S.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
	Capital goods and natural resources are state-owned.	List two advantages and two disadvantages of public ownership of the means of production.
The Western Democracies	Great Britain, France, Japan, etc., have economies in which most basic industries are nationalized, although there is freedom of choice for most goods.	Define the term "nationalization." Describe one way in which the economy of Great Britain differs from that of the U.S.
Fascist Countries	Fascism is a system of "state capitalism."	Define "fascism." Explain how economic problems are solved in fascist nations.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME III: HOW DO BUSINESS FIRMS ORGANIZE FOR PRODUCTION?		Students will be able to:
What Is the Role of Production in Our Society?	Production is the output of goods and services	Distinguish between consumption and production.
	There are four major factors of production: land, labor, capital and management.	Identify two major factors of production.
	Technology and many other factors in the social environment affect production.	Define "technology."
	Management of the factors of production determines how goods and services are produced.	Describe two ways that management can affect production processes.
What Are the Forms of Business Organization?	There are five major types of business organization - individual, proprietorship, partnership, corporation, cooperative and government ownership.	Give examples of two major types of business organization.
		Define "unlimited liability."
		Explain why some people want to open up a business.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Important Is the Corporation?	The Growth of large business units has been related to the advantages derived from business incorporation.	Define "legal entity," "limited liability," transferability of ownership," "perpetual life."
	Many small businesses as well as professionals (doctors, accountants) incorporate in order to enjoy the advantages of limited liability.	List some major American corporations.
	Stockholders who are the actual owners of big corporations do not control the operations of their businesses.	Explain the role played by the Board of Directors of a large corporation.
How Do Corporations Raise Capital?	Businesses borrow money for capital for day-to-day expenses to pay workers, to expand operations and to tool up for product changes.	List different ways in which business raises capital.
		Distinguish between common stock and preferred stock.
	Big corporations raise new capital in many ways including borrowing from commercial banks or selling stocks and bonds.	Explain why some investors prefer bonds to stocks.
How are stocks and bonds sold?	The stock exchanges are market places where stocks and bonds are bought and sold.	Cite names of important stock exchanges.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Speculation by the investor in the stock markets can be a hazardous undertaking.	Explain the role of a stockbroker. Define "buying long," "selling short," "buying on margin."
How is the investor in securities protected from fraud?	The S.E.C. (Securities Exchange Commission) and the F.R.S. (Federal Reserve System) offer some protection against sale of fraudulent securities or unwise speculation. The S.P.I.C. (Securities Protection Investment Corporation) insures money deposited by investors with brokers.	Interpret parts of the financial section of a newspaper, particularly the stock market quotations.
How did big business enhance its power through mergers?	There are four main types of combinations - horizontal, vertical, circular and conglomerate.	Identify the different ways in which combinations have developed
	Informal methods of combination are gentleman's agreements, price leadership and interlocking directorates.	Cite illustrations of two major combination forms.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Are the Advantages Claimed for Big Business?	Large-scale production lowers overhead costs.	Analyze why the assembly-line production can reduce costs.
	Mass production and automation technology require big business organization.	Recognize the role that the computer plays in the modern factory, banks and other businesses.
	Research and development undertaken leads to better living standards.	Identify new products introduced by business in recent years.
What Are the Harmful Effects Charged Against Big Business?	Mergers in the past have led to growth of monopoly power.	Define "monopoly," "oligopoly," and "monopolistic competition."
	Many industries are now controlled by oligopolies.	Give illustrations of oligopolies.
	Big businesses often charge higher prices and restrict output.	Summarize a newspaper or magazine article critical of the practices of a large corporation.
	Big business enjoys political and economic power which may be undesirable.	

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES ;
		Students will be able to:
What Are the Degrees of Monopoly in Big Business?	Most businesses are characterized by monopolistic competition.	Evaluate the difference between a monoply and an oligopoly.
	Oligopolies exist in such big businesses as autos, cigarettes, oil, and aluminum.	Cite examples of legal monopolies.
	Public utilities are monopolies.	
	Other types of monopolies are copyrights, patents and trademarks.	
What is the Attitude of the Government Toward Monopoly?	Major anti-trust laws are Sherman, Clayton and Celler anti-merger acts.	Give one key provision of each anti-trust law.
	Government provides businesses with subsidies and establishes price supports.	Define "price supports" and "subsidies."
	Government enforcement is often selective and sporadic.	Evaluate effectiveness of anti-trust enforcement.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME IV: HOW INCOME IS DISTRIBUTED IN OUR MARKET ECONOMY		Students will be able to:
What Factors Determine the Distribution of Income?	Each factor of production receives income in the form of rent, wages, interest and profits.	Define: "capital goods,", "derived demand," "entrepreneur," "use value," "transfer payments." State the four factors of production. Analyze the relationship of income with the derived demand of the factors of production.
	Government uses taxes and transfer payments to change the distribution of income.	Identify: Henry George, parity payments, unemployment insurance, transfer payments. List three ways government uses transfer payments to change the distribution of income. Evaluate the statement "The government should establish a ceiling for profits for individuals and corporations."
What is the Role of Profits in Our Society?	Profits are a return for one of the factors of production.	Define: "profit motive," "competition." Explain two ways in which the profit motive affects business activity. Formulate two advantages and two disadvantages.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Are the Causes and Problems of Unequal Distribution of Income?		
Why is income unequally distributed in the U.S.?	There are many factors including discrimination, unequal opportunity and technological change which lead to poverty.	Explain how four factors contribute to poverty. Evaluate the extent to which social barriers cause increased income differences.
Who are the poor?	Poverty in the U.S.A. is officially measured by a fixed standard of real income based on the cost of a minimum of the basic essentials of life.	Identify the criteria the government uses to establish a poverty level. List four groups that are often affected by poverty.
How can we alleviate poverty?	Poverty can be alleviated by providing more job opportunities, by improving the skills of individuals or through a government redistribution of income.	Define: "negative income tax," "redistribution of income," "public assistance programs," List and discuss three methods to reduce poverty. Discuss two advantages and two disadvantages of the implementation of a negative income tax.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What is the Role of Wages and Labor in Our Market Economy		
What are wages?	Wages represent a cost to the employer and an income to the worker.	Define: "wages," "real wages," and "frozen benefits." Cite three different methods of wage payments.
What accounts for differences in wages?	Supply and demand for a specific skill accounts for wage differences.	Define: "traditional wage theory" and "theory of negotiated wages." List four reasons that account for wage differences. Explain how the supply and demand for labor influences wages. Differentiate and explain why negotiated wages might be different from wages determined by the interaction of the demand for and the supply of labor. Choose a particular occupation and investigate the wages paid for that occupation in three different states. Explain differences to the class.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What changes are taking place in our labor force?	The nature of our labor force is changes due to a number of factors including: the increasing number of women, technological changes, nobility of individuals, training, and location of job opportunities.	Compare the number of women working in 1975 with the number in 1950. List three reasons for the increasing number of women in the labor force. Using the occupational outlook for 1980, list three occupations that demonstrate growth opportunities and three occupations that reflect a decline. Explain the reasons for the loss of jobs in the central cities of the Northeast, and contributing the increase of jobs in the South.
How have workers tried to improve their wages, security and other conditions?	Workers joined labor unions to improve their bargaining position with management and gain other benefits.	Differentiate between a craft and an industrial union. List three examples of attempts by labor unions to increase the security of the workers. Explain three reasons for the workers concern for greater job security. Evaluate the statement "Since 1945 unions have not grown in proportion to the increase in the labor force."

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Unions have represented workers in collective bargaining.	Define: "mediation," "fact-finding," "arbitration," "strike" and "lock-out."
		Discuss three methods that are used to resolve labor-management disputes.
		Describe two methods used by labor to extend pressure in management.
		Describe three legislative actions taken by government that affected labor-management relations.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME V: WHAT IS THE FUNCTION OF CONSUMERS IN THE AMERICAN ECONOMY?		Students will be able to:
CONSUMER ECONOMICS		
Why Are Consumers Important In American Economy?	Consumer spending is greater than government and business spending combined.	List three key roles consumers play in the American economy. Explain the effects of consumer spending on price determination. Analyze the statement "Any change in consumer spending affects the entire economy."
	The impact of price changes on consumer demand varies from product to product.	Define: "elasticity of demand." Chart the effects of prices on consumer demand.
Why Is It Difficult for the Consumer to Make Wise Choices?	Consumer demand is created through personal selling, advertising and packaging.	List four techniques of advertising that seek to influence consumer demand. Distinguish between the benefits and disadvantages of advertising.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
	There are many factors making consumer choice difficult.	Define: "opportunity costs," "utility," "monopoly," "oligopoly," and "administered prices."
		Analyze the economic effects of similar goods under various brand names.
		Explain why both variety of goods and social pressure increases the difficulties of consumer choice.
		State three examples of monopoly and oligopoly that reduces the freedom of choice of the consumer.
How Can the Consumer Get the Most for His/Her Money?	Consumers must have a plan for managing their money.	Define and illustrate function of a budget as an aid to the consumer.
		Prepare a weekly budget worksheet which differentiates needs from wants.
		Explain steps necessary to achieve a balanced budget for oneself.
	Wise buying practices will enable the consumer to maximize his purchasing power.	Prepare a set of rules for informed consumer buying.
		Explain the effects of comparison shopping and advantage of sales on purchasing power of consumer.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Has Consumer Credit Helped and/or Hindered the Consumer?	Credit is basic to modern economic system.	Define: "discount" and "reduced rate." Analyze the effects of credit on the inflation rate and interest rates. Evaluate the extent to which credit influences and encourages production.
	Credit purchases can be both an advantage and disadvantage to the consumer.	List eight ways the consumer can receive credit. Read and interpret a retail installment contract. Discuss three advantages of credit purchases. Discuss three disadvantages of credit purchases.
How Does the Government Aid the Consumer?	Government agencies try to help the consumer.	Distinguish between functions of local, state and federal agencies. List and discuss three examples of federal legislation to protect the consumer. Prepare a letter of complaint that might be sent to a federal, state or local agency. Evaluate the statement, "The consumer is sufficiently protected."

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
	Government assistance programs increase purchasing power of low-income consumers.	Define: "maximum prices," "rent control," "usury," "purchasing power."
		Interpret the effects of government subsidies on economic growth, e.g., subway fare, farm products.
		State an opinion and the reasons supporting the opinion on the question, "Should the government subsidize the lower income consumer.
How Can the Consumers Help Themselves?	The consumer can provide for his financial security.	List three ways in which the consumer can attempt to provide for his/her financial security.
		Distinguish among benefits and disadvantages of various savings plans including: pensions, whole-life insurance, banks and investment programs.
		Design a plan for personal financial security.
	Private organizations can assist the consumer.	Cite examples of public and private consumer agencies.
		Compare and contrast the functions of two or more private consumer organizations.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME VI: HOW DO WE MAINTAIN A GROWING AND STABLE ECONOMY?		Students will be able to:
How Is the Economic Performance Measured?		
The Gross National Product	The Gross National Product is the principle measure of economic output.	Define "GNP." Distinguish between the money (current value) and the real GNP. Transform the money GNP into the real GNP for a particular time.
The Consumer Price Index	The Consumer Price Index is the most commonly used measure of the price level.	Give a basic explanation of how the CPI is constructed.
Employment and unemployment rates	The employment and unemployment rates are two measures of economic welfare.	Distinguish between the employment and the unemployment rates.
What Are the Factors in Economic Growth?		
Economic resources	The limits of growth are determined by available productive resources.	Demonstrate how growth depends upon each of the following: natural resources, labor, education, capital, entrepreneurship.
Rate of productivity	Productivity and increase of the labor force are the basic factors in economic growth.	Define "productivity." Explain how productivity affects growth.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
		Analyze some factors which contribute to increased productivity.
Effect of underutilization of resources	Underutilization of resources hinders economic growth.	Appraise the current degree of underutilization of the nation's labor and capital.
What is the Nature of Economic Stability?		
Recessions and depressions	Recessions and depressions are characterized by insufficiency of aggregate demand (by consumers, business, and government) relative to aggregate supply.	Analyze some components of aggregate demand.
		Trace the consequences of an insufficiency of aggregate demand on business and jobs.
Inflation	Inflation can be caused by demand-pull, cost-push, and/or commodity shortage factors.	Illustrate the meaning of the expressions, "too much money chasing too few goods," and "the wage-price spiral."
		Explain how two suggested causes of inflation apply to current economic conditions.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Are the Prospects for Future Growth?		
Obstacles to growth	There are human and natural considerations in further growth including depletion of expendable energy resources and environmental quality.	List three hindrances to economic growth. Appraise the prospects pro and con for further economic growth in the U.S.
Importance of growth	Growth is essential to the reduction of poverty here and in the less developed countries, and to improving the standard of living of all groups.	Explain two beneficial and two detrimental effects of continued economic growth.
How Can We Meet the Special Growth Problems of Urban Economics?		
Demographic changes	In the larger cities middle and upper class groups have moved to the suburbs; lower income groups have migrated from rural areas to cities.	Interpret census charts to illustrate specific demographic changes. Identify a typical incoming and outgoing family in terms of income, education, and occupation.
Changes in jobs	The proportion of manufacturing and other manual jobs has decreased, while the proportion of skilled and white collar jobs in service industries has increased.	Classify three types of jobs in each category.

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
		Contrast these jobs in terms of preparation required and compensation received.
Effects on N.Y.C. government	Demographic and economic changes have simultaneously increased the costs of services and decreased sources of revenue.	Evaluate the need for five municipal services that accompany growth in the population of lower income residents.
Proposed solutions	Restoration of the city's economic health requires upgrading of job skills, favorable investment climate, competent budgetary management, and equitable federal and state treatment.	Analyze the relationship between availability of jobs and workers' skills and business expansion.
What is the Role of Money and Credit in Economic Stability?		
Components of the money supply	Money consists of currency in circulation and certain types of credit.	Explain how banks create money.
Money and prices	An excess of total spending (quantity times velocity of money) over total output may lead to inflation, while a shortfall may lead to recession.	Explain the argument that economic stability requires that the money supply and total output be in balance.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Functions of the Federal Reserve System	The Federal Reserve System regulates the money supply by open market operations, controlling the reserve ratio, and changing the discount rate.	Outline the expected effects of each of the FRS money controls.
Difficulties in monetary control	The effects of Federal Reserve action can be ineffective or even counterproductive because of factors such as mistaken interpretation, time lag, differing effects on various sectors of the economy.	Explain three obstacles to the success of Federal Reserve Policy.
How is Government Policy Used to Promote Growth and Stability?		
Government and economic growth	The federal government seeks to further economic growth by promoting productivity and by redistributing income through transfer payments.	Explain three ways in which the government has sought to improve productivity. Identify four types of transfer payments. Trace the relationships between consumer purchasing power and business expansion.

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CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
THEME VII INTERNATIONAL ECONOMIC PROBLEMS		Students will be able to:
Why Do Nations Trade?	Trade is based upon the principle of comparative advantage.	Define the principle of comparative advantage.
		List three imports and three exports.
		Illustrate with particular goods and services how the principle of comparative advantage operates.
	Trade promotes peaceful relations as well as conflict among nations.	Describe one way in which trade has promoted peaceful relations.
		Describe one way in which trade has promoted conflict.
What Are the Difficulties in International Trade?	Domestic industries and labor unions exert pressure on the government through lobbies to enact tariffs and quotas curtailing foreign competition.	Define "tariff," "quota," and "lobby."
		Analyze or illustrate how the pressures applied through lobbying can affect tariffs.
		Distinguish the varying effects of particular tariffs on different economic or occupational groups.
	There are disparities in the stages of economic development among nations.	Cite two examples of nations in different stages of economic development.
		Identify an economic and social problem resulting from this disparity.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
Discretionary fiscal policy	Through taxing, spending, and borrowing, the government can create deficits to counteract recessions, and supluses to counteract inflation.	Outline the causal relationship between a budgetary deficit and the creation of jobs. Outline the causal relationship between a budgetary suplus and the abatement of inflation.
Automatic stabilizers	Certain long-range programs act countercyclically: progressive income tax, unemployment insurance, social security, and farm subsidies.	Identify three automatic stabilizers. Explain how these automatic stabilizers act countercyclically.
Obstacles in fiscal policy	Difficulties in fiscal policy include wrong timing, political and social considerations, monopolistic power, and structural unemployment.	State three reasons why fiscal policy often fails to achieve its goal.
Supplements or alternatives to fiscal and monetary policy	An incomes policy, indexing, and national planning have also been proposed to meet the problems of economic growth and stability.	Evaluate two alternatives to fiscal and monetary policy.

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
What Is Our National Policy Toward International Trade?	Our national policy has tended toward free trade rather than protectionism.	Define: "reciprocal trade agreements," "International Trade Act, 1974," "multinational corporations." Identify three common products which have changed in price as a result of our trade policy.
What Are the Problems Faced by the Less Developed Countries?	The less developed countries are plagued by a vicious circle of underdevelopment.	List four interrelated reasons for underdevelopment. Cite examples of poor living conditions in underdeveloped countries, e.g., famine, poverty, short life span. Analyze some effects of capital investment in underdeveloped economies. Deduce the political and social consequence of economic stagnation. Judge the advantages and disadvantages of the "revolution of Rising Expectations."

CONTENT AREA AND TOPIC	KNOWLEDGE	PERFORMANCE OBJECTIVES
		Students will be able to:
How Have Developing Economies been Helped?	Private capital and government assistance have promoted economic development.	List three instances where private capital has succeeded in raising production in underdeveloped countries.
		List three examples in which developed countries have raised the standard of living in the less developed countries.
	Many leaders claim that such aid merely perpetuates the "plantation economy."	Describe the "plantation economy".
		Determine the role of an international organization in providing aid to less developed countries, e.g., WHO, FAO, UNICEF.
		Analyze some reasons for varying rates of growth in less developed countries.
	Less developed nations must take appropriate measures to help themselves.	Describe two positive steps toward self-help and two obstacles that should be avoided by less developed countries.